

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?
Key Texts:	The Colour Monster The Great Book of Families Super Duper You!	Stick Man The Gruffalo Autumn (non-fiction text)	Lost and Found Naughty Bus My Big Book of Transport (nonfiction text)	The Extraordinary Gardener Christopher's Caterpillars The Woolly Bear Caterpillar? Caterpillar to Butterfly (nonfiction text)	Jack and the beanstalk Little Red Hen The Enormous Turnip	Somebody Swallowed Stanley Billy's Bucket Fantastic Fish (non-fiction)
Linked Text	I love my Hair (BHM)	Martha's Map by Leigh Hodgkinson	Our King Charles non fiction text by Eleanor Grey	The Snail Trail linked text by Jo Saxton		
Poetry/ Nursery Rhymes	Baseline nursery rhymes Humpty Dumpy Twinkl twinkl Grand old duke of York Head shoulders If your happy and you know it 1 finger 1 thumb	Poetry Recital: Firework Poem Autumn leaves are falling down.	Wheels on the Bus Row row row your boat	Poetry Recital: Caterpillar by Christina Rossetti	Poetry Recital: Hey, Let's Go by James Carter	A sailor went to sea 5 little sea shells Tiny turtle
Possible Themes/Interests/Lines of Enquiry	Baseline Oral healthcare Black History Month	Bonfire Night Remembrance Sunday Diwali	Chinese New Year	Butterflies Planting Lent Easter	Baking and Cooking	Transition to Year 1

		Hanukah Christmas – The Nativity	Road safety			
People who help us	Dentist	Firefighters	Librarians linked to giving us information through texts about our world. Lolly Pop Person	Gardner	School cook	Marine Biologist
Enrichments	Dentist visit in school	Autumn/winter seasons walk Firefighter visit to school Pantomime Library	Library visit	Winter/spring seasons walk School trip- Wythenshawe Park Botanical Garden	Church visit	Spring/summer seasons walk School trip to Blue Planet.
Characteristics of Effective Learning <i>to be embedded through all areas of learning ... creating powerful learners and thinkers</i>						
Playing & Exploring	• Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.					

Active Learning	• Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult.
Thinking and Creating Critically	• Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: • Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

COMMUNICATION & LANGUAGE: Listening, Attention & Understanding Speaking **Weaved throughout the whole of the EYFS curriculum**

Educational Programme: 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?	Listening, Attention and Understanding Children at the expected level of development will: -

Learning Priorities linked to Development Matters

Begin to understand how to listen carefully and why listening is important. Begin to learn new vocabulary and use throughout the day. Begin to Describe events in some detail. Begin to develop social phrases. Begin to engage in story times.	Begin to learn new vocabulary and use throughout the day. Begin to Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. Develop social phrases. Engage in story times.	Learn new vocabulary and use throughout the day. Articulate their ideas and thoughts in well-formed sentences Begin to ask questions to find out more and to check I understand what has been said to me. Who where and when questions.	Learn new vocabulary and use throughout the day. Continue to articulate their ideas and thoughts in well-formed sentences ask questions to find out more and to check I understand what has been said to me. Who where and when questions. Continue to describe events in some detail.	Learn new vocabulary and use throughout the day. Continue to articulate their ideas and thoughts in wellformed sentences Begin to ask questions to find out more and to check I understand what has been said to me. Who were when and why questions. Begin to Connect one idea or action to another using a range of connectives. Confidently describe events in some detail. Begin to Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Learn new vocabulary and use throughout the day. Confidently articulate their ideas and thoughts in well-formed sentences Ask questions to find out more and to check I understand what has been said to me. Who were when and why questions. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	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 Children at the expected level of development will: - 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, nonfiction, 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.
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Interaction Focus

Throughout the year adults will plan structured interactions using the following principles; pay attention, time to think, modelling language, show an interest, have fun, shared experiences and work with home. Adults will use techniques such as, the planted adult, magic bubble and working together.

Personal, Social & Emotional Development - PSHE progression through EYFS

Educational Programme: 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

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I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?	Self-Regulation Children at the expected level of development will: - 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 Children at the expected level of development will: - 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
Learning Priorities linked to Development Matters						
See themselves as a valuable individual. Begin to express their feelings and consider the feelings of others. Begin to manage their own needs. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: toothbrushing	Build constructive and respectful relationships. Continue to express their feelings and consider the feelings of others. Continue to manage their own needs. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: toothbrushing	Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian	Identify and moderate their own feelings socially and emotionally Know and talk about the different factors that support their overall health and wellbeing: healthy eating and regular physical activity	Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'	Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine	
Jigsaw PSHE scheme				Life to the full		
Being me in my world	Celebrating differences	Dreams and Goals	Healthy me	RSE	RSE	

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						the importance of healthy food choices. Building Relationships Children at the expected level of development will: - 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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Physical Development (Fine and Gross Motor Skills)-PD progression through EYFS

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?	Gross Motor Skills Children at the expected level of development will: - Negotiate space and
Learning Priorities linked to Development Matters						

Revise and refine the fundamental movement skills they have already acquired: walking running skipping Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Revise and refine the fundamental movement skills they have already acquired: rolling Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style	Revise and refine the fundamental movement skills they have already acquired: rolling crawling climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Continue to Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Revise and refine the fundamental movement skills they have already acquired: walking running Confidently develop their small motor skills so that they can use a range of tools competently, safely and confidently. Consistently use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Revise and refine the fundamental movement skills they have already acquired: rolling crawling walking jumping running hopping skipping Consistently use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Progress towards a more fluent style of moving, with	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 Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin
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Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	which is fast, accurate and efficient. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop overall body strength, balance, coordination and agility. Begin to grow in confidence and safely use a range of large and small apparatus indoors and outside, alone and in a group.		Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	developing control and grace. Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	to show accuracy and care when drawing.
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PE focus						
Travelling Games Moving with control and co-ordination.	Ball Games Sending and receiving balls	Body Management Making different shapes and performing balances at different levels	Ball Games Throwing and catching at a target or with a partner	Ball Games Sending, receiving and kicking	Dance Create a short sequence to a beat Games and Athletics Short races and simplified field events	

Literacy progression through EYFS						
Educational Programme: 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).						
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I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?	Comprehension

Read individual letters by saying the name for them Say a sound for each letter in the alphabet Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. (phase 2) Learn how to form lower case letters correctly and write name using a capital letter. To begin to retell stories in their own words	Read common exception words (Phase 2 tricky words I, no, go, to, into, the, and) Spell words by identifying the sounds and then writing the sound with letter/s. (phase 2) Learn structure of a simple sentence – finger spaces between each word To retell the story 'the Gruffalo' in own words.	Read some digraphs that each represent one sound and say sounds for them. (Phase 3 tricky words, he, me, we, be, she, my) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Phase 2 and 3) Form lower-case and capital letters correctly. Learn structure of a simple sentence –capital letter at the beginning of a sentence finger spaces between each word To begin to anticipate key events in stories Demonstrate understanding of what has been read to them	Read some letter groups that each represent one sound and say sounds for them. (Phase 3 tricky words, was, you, all, are, her, they) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (phase 2 and 3) Form lower-case and capital letters correctly. Learn structure of a simple sentence – capital letter at the beginning of a sentence finger spaces between each word and use of full stop	(Phase 3 tricky words he, me, we, be, she, my was, you, all, are, her, they) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. To use new vocabulary learnt in play and story telling Spell words by identifying sounds in and representing the sounds with a letter or	(Phase 4 tricky words, said, have, like, so, some, come, were, there, little, one, when, out, what) Continue to read text consistent with phonic knowledge – working towards reading Phase 4 (yellow phase books) Reading school HFWs list by sight – phase 2, 3 & 4 Continue to write sentences using capital letters, finger spaces and punctuation. To continue to use new vocabulary learnt in play and story telling	Children at the expected level of development will: - 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 roleplay. Word Reading Children at the expected level of development will: - 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 Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by
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		Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during roleplay.	To continue to anticipate key events in stories Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by segmenting/blending. Write recognisable letters, most of which are correctly formed.	letters – using phase 2/3/4 Write simple phrases and sentences that can be read by others. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Writing Focus						
Draw picture of themselves and write name. Super Duper You Write simple speech bubble The Colour Monster Write simple caption The Colour Monster Create a book My Big Book of families	Write a label Stick Man Story Mapping Stick Man Write simple sentences (Innovate) Stick Man The Gruffalo Write a list of instructions The Gruffalo	Write a Fact File Penguins (non-fiction) Write labels Lost and Found Create story map and write a simple sentence/caption Lost and Found Create a design for their truck and label it My Big Book of Transport Create a book The Naughty Bus Story Mapping The Naughty Bus Innovate and write sentences The Naughty Bus	Sequence the life-cycle of a butterfly and write short sentences. Caterpillar to Butterfly (non-fiction) Write a list Christopher's Caterpillars Write an article Christopher's Caterpillars Write a set of instructions The Extraordinary Gardner Innovate and write sentences The Extraordinary Gardner Write a recount Easter Story	Character description Jack and the Beanstalk Narrative Jack and the Beanstalk Storyboard Little Red Hen Write a set of instructions Enormous turnip	Write a Fact File book Fantastic Fish (non-fiction) Setting description Billy's Bucket Innovate and write sentences Billy's Bucket Letter writing Somebody Swallowed Stanley Persuasive Writing Somebody Swallowed Stanley	

Phonics Focus- All Aboard						
Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4	
Common Exception Words A, as, at, is, it, an, in, on, if, and	Common Exception Words His, him, had, of, off	Common Exception Words This, that, then, them	Common Exception Words With, will, see, now, for, too	Common Exception Words Went, from, just	Common Exception Words It's, help, children	

Maths progression through EYFS						
Educational Programme: 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. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
Mastering Number						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG

Subitise 1-3 SSM- Compare Mass Counting Cardinality and ordinality- how many? SSM- comparing capacity Composition 2,3,4 SSM- exploring simple patterns. Subitising – objects and sounds SSM- copy and continue simple pattern	Comparison- more than/fewer than SSM- create simple pattern Counting , ordinality and cardinality – deepening understanding of 5. SSM- identify and name circle and triangles. Comparison- comparing amounts through matching and sharing SSM-compare circles and triangles. Composition – concept of 'wholes' and 'parts'.	Counting , ordinality and cardinality – staircase patterns SSM- compare mass Composition 5 – part part whole SSM- find a balance Composition 6 &7 'as 5 and a bit'. SSM- explore capacity Composition – equal unequal SSM-compare capacity Counting , ordinality and cardinality – order and position of number SSM- explore and compare length	Composition 7 SSM- talk about time. Subitising – doubling quantities to 10. SSM- sequencing Composition odd and even numbers SSM-recognise and name 3d shapes. Counting , ordinality and cardinality- Counting strategies SSM- find 2d shapes within 3d shapes. Subsisting to 6 – including unstructured strategies.	Composition numbers to 10 SSM-represent maps with models. Comparison- ordinality SSM- create own maps from familiar places Subitising SSM- create own maps from stories. Review for assessment – recall number bonds to 5.	Review for assessment: composition of numbers to 10 comparison counting number patterns Composition – bar model and number sentences Building numbers to 20.	Number Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.
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	SSM- shapes in the environment Composition 3,4, 5 SSM-describe positions. Counting Skills Matching numerals Verbal counting beyond 20. SSM- identify and name shapes with 4 sides. Subitising within 5 focus die patterns matching numerals. SSM- combine shapes with 4 sides.	Comparisons numbers to 8 SSM- explore and compare height.	SSM-3D shapes in the environment Composition 5 and a bit SSM- exploring mapping			
KIRFS						
KIRF: Name numbers in order to 10 and compare two numbers by saying which is more or less SEND KIRF: Name numbers in order to 5	KIRF: Recite number names to 20 SEND KIRF-name numbers in order to 10	KIRF: Partition numbers to 5 into two groups SEND KIRFS- know some number bonds to 5	KIRF: I can say one more/less than a given number to 10 SEND KIRF-I can say one more than a given number	KIRF: Know odd and even numbers to 10 SEND- Know even numbers are 2, 4, 6, 8, 10	KIRF: Recognise quantities without counting (subitise) SEND KIRF- recognise up to 3 objects without counting	
Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events (mainly daily timetable) in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon)						

Understanding of the World progression through EYFS

Educational Programme: 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?	Past and Present Children at the expected level of development will: -
Learning Priorities linked to Development Matters						

Talk about members of their immediate family and community. (History Link) Name and describe people who are familiar to them. (History Link) Comment on images of familiar situations in the past. (History Link) Explore the natural world around them Autumn (Science Link) To discuss daily weather/ seasons. (Science Link) Draws information from a simple map (Geography Link) Linked Text: My Mega Magic Hair (BHM)	Comment on images of familiar situations in the past. (History Link) Understand the effect of changing seasons on the natural world around them. (Science/Geography Link) Draw information from a simple map. (Geography Link) Understand that some places are special to members of their community (RE link) Explore the natural world around them. (Geography/Science Link) Describe what they see, hear and feel whilst outside. (Science Link)	Draw information from a simple map. (Geography Link) Recognise that people have different beliefs and celebrate special times in different ways. (RE link) Recognise some similarities and differences between life in this country and life in other countries. (Geography Link) Recognise some environments that are different from the one in which they live. (Geography Link) Explore the natural world around them-winter (Science Link) Changing states of matter- To know that ice melts (Science Link)	Explore the natural world around them. (Science Link) Describe what they see, hear and feel whilst outside. (Science Link)	Compare and contrast characters from stories, including figures from the past. (History Link) Changing states of matter- Soup (Science Link) Explain some similarities and differences between life in this country and life in other countries (Geography Link)	Understand that some places are special to members of their community (RE link) Explore the natural world around them. (Science Link) Describe what they see, hear and feel whilst outside. (Science Link) Recognise some environments that are different from the one in which they live. (Geography Link)	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 Children at the expected level of development will: - 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, non-fiction texts and – when appropriate – maps.
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History Focus

Significant person-Black History Month- Mary Seacole. Show and Tell- Artefact (primary source) from home linking to family history Celebration- Bonfire Night	Significant person- King Charles III Show and tell-artefact (primary source) from a special journey Earth Day-comparison of green space past and present	Significant person-David Attenborough Show and tell-favourite book Celebration- EYFS Journey	The Natural World Children at the expected level of development will: - 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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Geography Focus

Exploring our outdoor environment/local area. Uses their senses to explore natural materials linked to Autumn. Local area walks (Fallowfield). Map work- mapping route of seasonal walk. Eco Link- keeping our playground tidy (litter)	Map work-looking at world map exploring different countries Earth Day Celebrations Where food comes from Capital of England Eco Link- Road safety- environmentally friendly ways to travel ways to travel.	Exploring different environments World Maps and globes to talk about what they can see. Can they identify what the blue and green areas represent? Where are the seas? Where do the children live? Is it near the sea? Eco Link- Keeping sea creatures happy and healthy
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Science Focus					
Explore the natural world around them <i>Autumn</i> Changes, they observe in their environment – Seasons link. To talk about how they have grown and changed since they were a baby. To discuss daily weather/ seasons.	Describe what they see, hear and feel outside – Autumn Look specifically at different textures and materials, identifying an object and describing the property. To try and understand that things change over time.	To know that some objects sink and some float Changing materials-To know that ice melts To know some similarities and differences between England and the Antarctica To know who Mae Carol Jemison is and what her job role was Explore the natural world around them-winter To begin to recognise some environments that are different to the one in which they live. Contrasting environments	Explore the natural world around them <i>Spring/Winter</i> Learn the name of some common wild/garden plants. Begin to understand important processes and changes in the natural world – lifecycle of a butterfly, mother and baby animals. Understand the effect of changing seasons on the natural world around them To know that plants and animals grow and change just like humans. To know the seasonal difference between winter and spring	Understand the effect of changing seasons on the natural world around them <i>Spring/Summer</i> To understand some changing states in matter- making soup	Explore a variety of animals looking at fish and sea mammals specifically and their features 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- land & sea

Working Scientifically

Investigation Area- all about me	Investigation Area- Our Senses/ Autumn	Investigation Area – melting and freezing	Investigation Area – planting/Butterflies	Investigation Area – cooking/baking & planting	Investigation Area – floating and sinking
ICT Focus					
Digital Literacy Smartie the Penguin – Pop ups and In Apps purchasing Information Technology Use iPads to take pictures of the outdoor environment. Draw on the IWB.	Digital Literacy Smartie the Penguin – Inappropriate websites Draw information from a digital map. (Google Maps) Marthas Map	Digital Literacy Smartie the Penguin – Cyber-bullying Continue to draw information from a digital map Information Technology Use iPads to record and take pictures.	Digital Literacy Smartie the Penguin – Upsetting images Information Technology Use iPads to record growth of plants and flowers Digital painting Use CD player/headphones – listen to audio books.	Digital Literacy Smartie the Penguin – Unreliable Information Computer Science Bee Bots Information Technology Use iPads to record performance of Little Red Hen. Use iPads to record/take pictures of their peers work.	Digital Literacy Smartie the Penguin – Talking to strangers online QR Codes (to use QR codes) Computer Science Bee Bots Information Technology Develop typing skills Introduce to logging on and logging off

Modern Foreign Language Focus

Throughout the year children will learn how to say hello and goodbye in a variety of languages, they will begin to understand that different countries can speak different languages, they will learn to count to 3 in French.

Expressive Arts and Design progression through EYFS

Educational Programme: 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
I wonder who I am?	I wonder about changing seasons?	I wonder about my world?	I wonder how it grows?	I wonder how to be a storyteller?	I wonder what lives in the ocean?	Creating with Materials Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.
Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.	Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Develop storylines in their pretend play	Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	

Art and DT Focus					
Black History Month Celebration of artist with BAME heritage Tawny Chatmon	'Art is Nature' Sculpture Artist: Andy Goldsworthy (British) Food -Gruffalo Cakes	Structures- Junk Modelling Create a vehicle.	'The Snail' Painting Artist: Henri Matisse (International) Snail Trail linked book	Food- Turnip soup	'By The Sea' Painting Artist: Jessica Owen(Manchester) Mechanism- join materials to make a fish.

Music Focus Charanga					
Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and replay

RE following lighting the path					
<i>Creation and covenant</i> <i>Month of the Holy Rosary</i>	<i>Prophecy and promise</i> <i>Remembrance Day</i> <i>Christmas</i>	<i>Galilee to Jerusalem</i>	<i>Desert to garden</i>	<i>To the ends of the Earth</i> <i>May the month of Mary</i>	<i>Dialogue and encounter</i>

