



St Luke's CEVA Primary School and Nursery
Early Years Foundation Stage Curriculum Planning
2024-2025



Our EYFS Curriculum

Our Curriculum Intent:

Why do we teach what we teach?

At St Luke's, our curriculum is designed with the clear intent to provide a broad and balanced programme of study that meets the needs of all our children. We aim to enable all students to make progress in their learning and achieve their full potential. Our curriculum promotes a strong foundation in Phonics, Early Reading, Writing, and Mathematics, while also supporting the acquisition of knowledge and vocabulary across various subjects. We strive to promote good behaviour and ensure the safety of our students, nurturing their spiritual, moral, social, and cultural development.

In essence, our curriculum intent is to nurture well-rounded learners who are:

- **Confident Communicators:** Able to express themselves clearly and effectively in various situations.
- **Ambitious Athletes:** Demonstrating gross motor skills and coordination in a range of activities.
- **Terrific Tool Users:** Skilled in fine motor tasks, using tools safely and confidently.
- **Independent Individuals:** Being able to set goals, manage their needs, and regulate emotions.
- **Fantastic Friends:** Showing empathy, cooperation, and respect towards others.
- **Masters of Maths:** With a deep understanding of numerical concepts and problem-solving skills.
- **Wonderful Writers:** Proficient in writing with clarity and creativity.
- **Remarkable Readers:** Passionate about reading and able to comprehend and discuss texts.
- **Knowledgeable Historians:** Understanding historical contexts and drawing connections between past and present.
- **Superstar Scientists:** Exploring and understanding the natural world through observation and experimentation.
- **Curious Geographers:** Investigating the world around them with a keen sense of curiosity.
- **Creative Cooks:** Applying practical skills and understanding the science behind cooking.
- **Faith Researchers:** Appreciating, understanding and respecting different religious and cultural traditions.
- **Dynamic Designers:** Engaging in creative processes and evaluating their work.
- **Passionate Performers:** Expressing themselves through music, dance, and drama with confidence and enthusiasm.

Communication and Language Development: We develop Confident Communicators by creating opportunities for children to listen carefully, hold conversations, ask relevant questions, and use vocabulary to express ideas and feelings.
Physical Development (Gross Motor): We nurture Ambitious Athletes by encouraging activities that promote strength, balance, and coordination, allowing children to move confidently and safely in various ways using a range of equipment.
Physical Development (Fine Motor): Terrific Tool Users are developed through activities that improve fine motor skills, enabling children to handle tools like pencils, scissors, and paintbrushes with safety and confidence.
Personal, Social, and Emotional Development: We foster Independent Individuals by teaching children to set goals, manage their personal needs, and regulate their emotions. Fantastic Friends are nurtured through cooperative play and activities that emphasise care, compassion, and respect for others.
Mathematics: Masters of Maths are cultivated by instilling a deep understanding of numbers, patterns, and problem-solving skills through engaging and interactive mathematical activities.
Literacy (Writing and Reading): We support Wonderful Writers by encouraging the practice of writing letters, words, and simple sentences. Remarkable Readers are developed by fostering a love for reading and comprehension through discussions about texts.
Understanding the World (History, Science, Geography, RE): Knowledgeable Historians , Superstar Scientists , and Curious Geographers are encouraged to explore and understand the past, the natural world, and different cultures and environments. Faith Researchers learn to appreciate and respect various religious and cultural traditions.
Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive): Dynamic Designers are developed through creative activities that involve planning and evaluating their work.
Passionate Performers are nurtured by encouraging self-expression through music, dance, and drama.
Creative Cooks: Practical cooking activities help children follow recipes, understand changes in states of matter, and use home-grown ingredients, fostering a hands-on approach to learning science and nutrition.

Our Curriculum Implementation

How do we teach what we teach?

At St Luke's, we implement our curriculum using 'The Curiosity Approach,' which fosters a sense of curiosity, awe, and wonder. Our curriculum is planned for both indoor and outdoor learning environments, promoting sustained shared thinking and active learning through play. Children engage in a variety of learning opportunities, balancing child-initiated and adult-directed activities. The learning environment is carefully planned based on children's interests and learning schemas, allowing for 'in the moment' scaffolding to support their individual learning needs. This approach ensures that each child can explore and understand the world around them through hands-on and interactive experiences.

Our curriculum covers a wide range of developmental areas to ensure that each child can thrive in all aspects of their growth. These areas include Communication and Language Development, Physical Development, Personal, Social, and Emotional Development, Mathematics, Literacy, Understanding the World and Expressive Arts and Design. Each area is meticulously planned to nurture specific skills, creating a well-rounded and engaging learning experience for every child.

Our Curriculum Impact

How do we know what children have learnt and how well they have learnt it?

We measure the impact of our curriculum by focusing on the needs and engagement of all our children. Our students demonstrate active involvement in their learning, which is evident through their daily interactions and enjoyment of the curriculum. The delivery of our curriculum ensures that children make rapid progress towards age-related expectations, preparing them for their next educational stage. High expectations for progress and achievement are driven by an enriched curriculum and an environment that supports the Curiosity Approach. Assessment processes are in place to monitor and ensure that each child achieves their full potential, becoming confident communicators, ambitious athletes, and knowledgeable historians, among other roles. The impact of our curriculum is seen in the well-rounded development of our students, equipped with the skills and knowledge needed for their future.

"The CHILD is the curriculum"



Our Children will:

- ☐ Achieve a high standard in all Early Learning Goals.
- ☐ Become articulate speakers with excellent communication skills, able to express themselves fluently and listen respectfully and tolerantly to others' viewpoints.
- ☐ Take pride in their own accomplishments, those of others, and their community, always striving to do their best.
- ☐ Show self-regulation, emotional resilience, and perseverance when facing challenges, while effectively managing risks.
- ☐ Develop self-awareness and confidence in their abilities.
- ☐ Exhibit kindness, respect, and honesty, embracing inclusivity and understanding their role in the wider society.

All areas of the EYFS curriculum are followed and planned for; ensuring there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:

The Prime Areas		
Personal, Social and Emotional Development	Physical Development	Communication and Language

The Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique needs and interests are supported.

Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: Playing and Exploring - children investigate and experience things, and 'have a go' Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

<u>Playing and Exploring 'Engagement'</u>	<u>Active Learning 'Motivation'</u>	<u>Creating and Thinking Critically 'Thinking'</u>
<p>Children will be learning to: Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices and explore different resources and materials. 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. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next." Make independent choices. Do things independently that they have been previously taught.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Children will be learning to: Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult.</p>	<p>Children will be learning to: Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidyup time, children know how to put different construction materials in separate baskets. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</p> <p>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.</p>



Curriculum Goals at a glance



We are St Luke's learners because we are learning to become

<p><i>Communication and Language development</i></p> <p>Confident Communicators who can listen carefully in different situations, hold a conversation, ask relevant questions and use vocabulary to explain ideas and feelings</p>	<p><i>Physical development Gross Motor</i></p> <p>Ambitious Athletes who can show strength, balance and co-ordination when playing, moving confidently and safely in a variety of different ways, use a range of equipment</p>	<p><i>Physical development Fine Motor</i></p> <p>Terrific Tool Users who can hold a pencil effectively, use a range of tools (including scissors, cutlery, paintbrushes, tweezers, hammer, screwdriver, saw, cooking equipment) safely and with confidence</p>	<p><i>Personal Social and Emotional development</i></p> <p>Independent Individuals who can set simple goals and persevere to achieve them, select resources, manage their own personal needs, regulate their emotions and know how to stay fit and healthy</p>	<p><i>Personal Social and Emotional development</i></p> <p>Fantastic Friends who can show care, compassion and respect towards others. To play co-operatively whilst considering the feelings and ideas of others'</p>
<p><i>Mathematics</i></p> <p>Masters of Maths who are passionate about numbers, have a deep understanding of numbers to 10, recognises patterns, subitise, compares quantities and recalls number bonds to 10</p>	<p><i>Literacy Writing</i></p> <p>Wonderful Writers who are keen writer, can write letters that are formed correctly, write words and simple sentences that can be read by others</p>	<p><i>Literacy Reading</i></p> <p>Remarkable Readers who has a love for reading, uses new vocabulary to talk about what they have read or has been read to them, read words and simple sentences</p>	<p><i>Understanding the World Geography</i></p> <p>Curious Geographers who shows curiosity about the world around them including the local area, draws and follows a map, understands differences between times and places</p>	<p><i>Understanding the World History</i></p> <p>Knowledgeable Historians who can talk about some similarities and differences between things in the past and now, who understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p><i>Understanding the World Science</i></p> <p>Superstar Scientists who can explore the natural world through observing and drawing animals and plants. To recognize similarities and differences between various environments, and talk about seasonal changes</p>	<p><i>Understanding the World Science</i></p> <p>Creative Cooks who can follow simple recipes to make a sandwich, fruit kebab, vegetable salad, pizza, notice changing states of matter, use home grown ingredients</p>	<p><i>Understanding the World RE</i></p> <p>Faith Researchers who can identify some similarities and differences between different religious and cultural communities in this country,</p>	<p><i>Expressive Arts and Design Creating with Materials</i></p> <p>Dynamic Designers who can choose and safely use resources needed to make models, talk about the process and begin to plan and evaluate creations</p>	<p><i>Expressive Arts and Design Being Imaginative and Expressive</i></p> <p>Passionate Performers who can perform a song, poem or dance to an audience, retells stories with expression, play a range of instruments with rhythm and embraces our schools passion for music</p>

Nursery Planning

	Autumn 1 8 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 6 Weeks
General Theme	The People I Know	The Stories I can Tell	The World Around Me	The Street Beneath My Feet	The Skies Above My Eyes	The Sea Below My Toes
Overarching General Theme NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	All about me Starting school My home, my family Zones of Regulation Autumn Harvest Festival	Light and Dark Diwali Incarnation Winter	Chinese New Year Toys with wheels Things that go/ Sounds Construction People who help us Maps	Plants Mini beasts Growing Spring Dinosaurs	Familiar pets Zoo animals Animal sounds and movements Summer Space	Under the sea Sea Creatures Holidays Transition
Communication and Language	Talk about home life	Re-tell favourite stories	Discuss a journey	Talk about life cycles	Use all their senses to explore	Describe materials, places, environments
Personal Social Emotional Development	Develop responsibility and membership of community Be more outgoing with unfamiliar people Show confidence in new social situations		Extend and elaborate play ideas Increasingly follow rules Help to find solutions to conflicts		Talk with others to resolve conflicts Talk about their feelings Begin to understand how others might be feeling	
Physical Development Gross/Fine Motor	Indoor Games Dough Disco	Gymnastics Dough Disco	Throw & Catch Dance Write	Athletics Dance Write	Outdoor Games Pre-writing skills	Sports Day Pre-writing skills

Literacy Possible topics (also include childled themes) Phonics	"The Skin You Live In" by Michael Tyler	"Can't You Sleep, Little Bear?" by Martin Waddell	"Martha Maps It Out" by Leigh Hodgkinson	"The Tiny Seed" by Eric Carle	"What Pet Should I Get?" by Dr. Seuss	"Clean Up!" by Nathan Bryon
	"The Family Book" by Todd Parr	"The Best Diwali Ever" by Sonail Shah and Chaaya Prabhat	"Where Do Diggers Sleep at Night? By Brianna Caplan Sayres	"The Very Hungry Caterpillar" by Eric Carle	"Dear Zoo" by Rod Campbell	"What the Ladybird Heard on Holiday
	"Owl Babies" by Martin Waddell	"The Extra Special Baby" by Antonia Woodward	"Duck in the Truck" by Jez Alborough	"Growing Vegetable Soup" by Lois Ehlert	"Giraffes Can't Dance" by Giles Andreae	"I Am Too Absolutely Small for School" by Lauren Child
	"The Rainbow Fish" by Marcus Pfister	"Tree: Seasons Come, Seasons Go" by Patricia Hegarty	"Cars and Trucks and Things That Go" by Richard Scarry	"Hello Spring" by Jo Lindley	"From Head to Toe" by Eric Carle	"The Goodbye Book" by Todd Parr
	"Harry and the Dinosaurs Go to School" by Ian Whybrow and Adrian Reynolds	"Meet Gustav Klimt" by STEAM Education	"Rumble in the Jungle" by Giles Andreas	"The Promised One: The Wonderful Story of Easter" by Antonia Woodward	"Summer Days and Nights" by Wong Herbert Yee	"To Carnival a Celebration in St Lucia" by Baptiste Paul
	"Starting School" by Janet and Allan Ahlberg	"Mix It Up: by Herve Tullet	"Construction" by Sally Sutton	"Meet Wassily Kandinsky" by STEAM Education	"The Parable of the Two Brothers"	"Pirates Love Underpants" by Claire Freedman and Ben Cort
	"The Color Monster" by Anna Llenas	"Who's in My Family: All About Our Families" by Robbie H Harris	"The Three Little Pigs" by DK and Giuseppe Di Lernia	"Toys from the past" by Joanna Brundle	"How to Catch a Star" by Oliver Jeffers	"Nini at Carnival" by Errol Loyd
	"Leaf Man" by Lois Ehlert	"The Feelings Book" by Todd Parr	"People Who Help Us" by Wood	"The Dinosaur Department Store" by Richard Merritt and Lily Murray	"Look Inside Space" by Rob Lloyd Jones	"The Most Exciting Eid" by Zeba
	"Thankful" by Eileen Spinelli				"Meet Vincent Van Gogh" by STEAM	

					Education	Talkhani
	Phase 1 Phonics	Phase 1 Phonics Progression of sounds s a t p i n	Phase 1 Phonics Progression of sounds m d g o c k e	Phase 1 Phonics Progression of sounds u r h b f l j	Phase 1 Phonics Progression of sounds v w y z q u c h	Phase 1 Phonics Progression of sounds c k x s h t h n g n k
Mathematics	<u>Matching</u> 1. Simple Matching 2. Matching by Function 3. Matching by colour 4. Matching Different Orientations 5. Matching by Other Properties		<u>Sorting</u> 1. Simple Sorting 2. Sorting Shapes 3. Identifying Sets 4. Finding Sorting Rules 5. Matching Amounts	<u>Comparing and Ordering</u> 1. Sort and Compare 2. Ordering from Shortest to Tallest 3. Investigating Height 4. Comparing Lengths 5. Sequencing	<u>Number and Pattern</u> 1. Spotting Patterns Around Us 2. Exploring Abstract Patterns 3. Patterns Using 5 Objects 4. Finding the Unit of Repeat 5. Exploring Non-Linear Patterns	<u>Counting</u> 1. Making 5 2. Identifying 5 3. Constructing Models of 5 4. Breaking Apart 5 5. Making Number Stories with 5
Understanding the World	Me & My Family My Home Harvest Festival Seasons Around Me	Family History Incarnation Diwali Snow and Ice	Differences between people Travel in other countries Forces to move	Things in the past Animal life cycle Easter Story New Spring Life	Astronauts Things that fly Weather	Carnival The Beach Sea Creatures

Computing	Online Safety Story- Goldilocks by Jeanne Willis and Tony Ross	Online Safety Story- Goldilocks by Jeanne Willis and Tony Ross	Online Safety Story- Goldilocks by Jeanne Willis and Tony Ross	Online Safety Story- Goldilocks by Jeanne Willis and Tony Ross	Online Safety Story- Goldilocks by Jeanne Willis and Tony Ross	Online Safety Story- Goldilocks by Jeanne Willis and Tony Ross
	<u>Numerical Patterns</u> To begin to sort by colour, size and object.	<u>Self-Regulation</u> To ask adults for help when needed.	<u>Listening, Attention and Understanding</u> To recognise and respond to simple instructions.	<u>Physical Development</u> To use a range of mark making apps on the iPad to help develop fine motor skills.	<u>Listening, Attention and Understanding</u> To respond to two-part instructions.	<u>Listening, Attention and Understanding</u> To show understanding of prepositions such as under, on top, behind, by carrying out an action or selecting the correct picture.
	Apps- Chatterpix, 1 Minute Maths, Numberblocks app, Paint	<u>Numerical Patterns</u> To begin to create simple patterns.	<u>Personal, Social and Emotional Development</u> To show confidence in asking adults for help when using technology.	<u>Computing</u> To select an app on an iPad for a particular purpose	<u>Numerical Patterns</u> 2D Shape patterns.	<u>Numerical Patterns</u> To order events in their day at nursery (sequencing)
		<u>Computing</u> To begin to explore the interactive white board.	Apps- Chatterpix, 1 Minute Maths, Numberblocks app, Paint	Apps- Chatterpix, 1 Minute Maths, Numberblocks app, Paint	<u>Building Relationships</u> To consider the feelings of others.	Positional Language (programming)
		Apps- Chatterpix, 1 Minute Maths, Numberblocks app, Paint			Online Safety stories (Penguin Pig, DigiDuck, Chicken Clicking) to support children in being aware of their own feelings and knowing that some actions and words can hurt others'	<u>Computing</u> To explore programming using

					<p>feelings.</p> <p>Computing To explore digital art on the iPad using Doodle Buddy app.</p> <p>Apps- Chatterpix, 1 Minute Maths, Numberblocks app, Paint</p>	<p>the Code-a-pillar. Children will learn how to operate wind-up toys and</p> <p>Apps- Chatterpix, 1 Minute Maths, Numberblocks app, Paint</p>
Expressive Arts and Design	Self-portrait	Colour Mixing	Map Making	Make a Fossil	Building Rockets	Summer art
	Leaf Printing	Christmas Songs	World Music Styles	Dinosaur Dance	Weather Songs	Dancing
	Focus Artist- Gustav Klimt		Focus Artist- Wassily Kandisk		Focus Artist- Vincent Van Gough	
RE	<p>God/Creation</p> <p>Why is the word 'God' so important to Christians?</p>	<p>Incarnation</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Newham</p> <p>What makes a place special?</p>	<p>Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Newham</p> <p>'The two brothers'</p>	<p>Newham</p> <p>'Being a Muslim Person'</p>
'Wow' moments & Enrichment Events	Introduction of Welcome Time	Nativity Production	<p>Trip to the Library</p> <p>Phonics Morning</p>	Life cycles - caterpillars in Nursery	Maths Morning	<p>Carnival</p> <p>Graduation</p> <p>Tea party</p> <p>Sports day</p>

<u>Autumn 1</u> <u>8 Wks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>
<u>Weeks</u> <u>1 to 4</u> <u>Key texts</u>	All about me my home My family Starting school Setting in	<p><u>PSED</u> • Find ways to calm themselves, through being calmed and comforted by their key person.</p> <ul style="list-style-type: none"> • Find ways of managing transitions, for example from their parent to their key person. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. <p>• Learn to use the toilet with help, and then independently</p> <p><u>C&L</u> • Recognise and are calmed by a familiar and friendly voice.</p> <ul style="list-style-type: none"> • Recognise and point to objects if asked about them. • Understand simple instructions. <p><u>PD</u> • Enjoy moving outdoors and inside.</p> <ul style="list-style-type: none"> • Start eating independently and learning how to use a knife and fork. <p><u>L</u> • Enjoy songs and rhymes, tuning in and paying attention.</p> <p><u>M</u> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again</p> <p><u>UW</u> • Make connections between the features of their family and other families.</p> <p><u>EAD</u> • Show attention to sounds and music.</p> <ul style="list-style-type: none"> • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
	<p>"The Skin You Live In" by Michael Tyler</p> <p>"The Family Book" by Todd Parr</p> <p>"Owl Babies" by Martin Waddell</p> <p>"The Rainbow Fish" by Marcus Pfister</p> <p>"Harry and the Dinosaurs Go to School" by Ian Whybrow and Adrian Reynolds</p> <p>"Starting School" by Janet and Allan Ahlberg</p>	
<u>Weeks</u> <u>5 & 6</u> <u>Key texts</u>	Introduction to Zones of Regulation	<p><u>PSED</u> • Begin to show 'effortful control'.</p> <ul style="list-style-type: none"> • Safely explore emotions beyond their normal range through play and stories. • Use that engagement to achieve a goal. <p><u>C&L</u> • Start to say how they are feeling, using words as well as actions.</p> <ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described.
	"The Color Monster" by Anna	

	<p>Llenas</p> <p><i>"A Little Spot of Emotion Box Set"</i> by Diane Alber</p> <p><i>"Breahe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere"</i> by Kira Willey</p> <p><i>"Love Grows Everywhere"</i> by Barry Timms</p> <p><i>"Listening to My Body"</i> by Gabi Garci</p>	<p>Make themselves understood, and can become frustrated when they cannot</p> <p>PD • Enjoy starting to kick, throw and catch balls</p> <ul style="list-style-type: none"> • Explore different materials and tool <p>L • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>M • Take part in finger rhymes with numbers</p> <p>UW • Notice differences between people.</p> <p>EAD • Respond emotionally and physically to music when it changes.</p> <ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
<p><u>Weeks</u> <u>7 & 8</u></p> <p><u>Key texts</u></p>	<p>Autumn Harvest Festival Why is the word 'God' so important to Christians?</p> <p><i>"Leaf Man"</i> by Lois Ehlert</p> <p><i>"Thankful"</i> by Eileen Spinelli</p> <p><i>"The Enormous Turnip"</i>, by Irene Yates</p> <p><i>"Autumn"</i> by Child's Play Ailie Busby</p>	<p>PSED • Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <ul style="list-style-type: none"> • Engage with others through gestures, gaze and talk. • Develop friendships with other children <p>C&L • Listen and respond to a simple instruction.</p> <ul style="list-style-type: none"> • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). <p>PD Build independently with a range of appropriate resources</p> <ul style="list-style-type: none"> • Develop manipulation and control. <p>L Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>M • React to changes of amount in a group of up to three items</p> <p>UW • Explore and respond to different natural phenomena in their setting and on trips.</p> <p>EAD • Move and dance to music.</p> <ul style="list-style-type: none"> • Start to make marks intentionally

<u>Autumn 2</u> <u>7 Weeks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>
<u>Weeks 1 to 2</u> <u>Key texts</u>	Diwali Light and dark Family History	<p>PSED • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Establish their sense of self</p> <p>C&L- Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p> <p>PD Walk, run, jump and climb - and start to use the stairs independently.</p> <p>L • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words</p> <p>M • Compare amounts, saying 'lots', 'more' or 'same'</p> <p>UW • Repeat actions that have an effect. • Begin to make sense of their own life-story and family's history.</p> <p>EAD • Explore materials with different properties. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p>
	<p>"Can't You Sleep, Little Bear?" by Martin Waddell</p> <p>"The Best Diwali Ever" by Sonail Shah and Chaaya Prabhat</p> <p>"Who's in My Family: All About Our Families" by Robbie H Harris</p> <p>"The Feelings Book" by Todd Parr</p> <p>"Night Animals" by Jenny Wren</p>	
<u>Weeks 3 & 4</u> <u>Key texts</u>	Winter Seasons \ Gustav Kilm	<p>PSED • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person • Thrive as they develop self-assurance.</p> <p>C&L • Listen to other people's talk with interest, but can easily be distracted by other things. • Enjoy singing, music and toys that make sounds.</p> <p>PD • Sit on a push-along wheeled toy, use a scooter or ride a tricycle • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>
	"Tree: Seasons Come, Seasons Go" by Patricia Hegarty	

<p><u>Weeks 5-7</u></p> <p><u>Key texts</u></p>	<p>"Meet Gustav Klimt" by STEAM Education</p> <p>"Mix It Up: by Herve Tullet</p>	<p><u>L</u> • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories</p> <p><u>M</u> • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</p> <p><u>UW</u> • Explore natural materials, indoors and outside.</p> <p><u>EAD</u> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>
	<p>Incarnation How Christians celebrate Christmas? Why do Christians perform nativity plays at Christmas?</p> <p>"The Extra Special Baby" by Antonia Woodward</p> <p>"Visiting A Church" by Ruth Nason</p> <p>"Christmas Around the Globe" by Kate DePalma</p> <p>"What are Stars?" by Katie Daynes and Marta Alvarez Miguens</p>	<p><u>PSED</u> • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help</p> <p><u>C&L</u> • Start to develop conversation, often jumping from topic to topic. Listen to simple stories and understand what is happening, with the help of the pictures</p> <p><u>PD</u> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p><u>L</u> • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props.</p> <p><u>M</u> • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces</p> <p><u>UW</u> • Explore and respond to different natural phenomena in their setting and on trips</p> <p><u>EAD</u> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials</p>

<u>Spring 1</u> <u>6 Weeks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>
<u>Weeks 1 & 2</u> <u>Key texts</u>	Toys with wheels Things that go Sounds	<p>PSED • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>C&L • Pay attention to more than one thing at a time, which can be difficult.</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. <p>PD • Start taking part in some group activities which they make up for themselves, or in teams.</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. <p>L • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>M • Build with a range of resources.</p> <p>UW • Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel. <p>EAD • Use their imagination as they consider what they can do with different materials.</p>
	<p><i>"Where Do Diggers Sleep at Night?" By Brianna Caplan Sayres</i></p> <p><i>"Duck in the Truck" by Jez Alborough</i></p> <p><i>"Cars and Trucks and Things That Go" by Richard Scarry</i></p> <p><i>"Rumble in the Jungle" by Giles Andreas</i></p>	
<u>Weeks 3 & 4</u> <u>Key texts</u>	People who help us	<p>PSED • Develop their sense of responsibility and membership of a community.</p> <p>C&L • Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". <p>PD • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>L • Enjoy drawing freely.</p> <p>M • Complete inset puzzles.</p> <p>UW • Show interest in different occupations</p> <p>EAD • Make rhythmical and repetitive sounds.</p>
	<p><i>"People Who Help Us" by Wood</i></p> <p><i>"Hats of faith" by Medeia Cohan-Petrolino</i></p> <p><i>"Doctorsaurus" by</i></p>	

	<p>Emi-Lou May & Leire Martin</p> <p>"When You're Fast Asleep- Who Works at Night- Time?" by Peter Arrhenius</p>	
<p><u>Weeks 5 & 6</u></p> <p><u>Key texts</u></p>	<p>Maps Construction</p> <p>"Martha Maps It Out" by Leigh Hodgkinson</p> <p>"Construction" by Sally Sutton</p> <p>"The Three Little Pigs" by DK and Giuseppe Di Lernia</p> <p>"Look I'm an Engineer" by DK</p>	<p><u>PSED</u> • Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><u>C&L</u> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs <p><u>PD</u> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <p><u>L</u> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy. Make marks on their picture to stand for their name.</p> <p><u>M</u> • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><u>UW</u> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>EAD</u> • Make simple models which express their ideas.</p> <ul style="list-style-type: none"> • Explore a range of sound-makers and instruments and play them in different ways.

<u>Spring 2</u> <u>6 Weeks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>
<u>Weeks 1 to 4</u> <u>Key texts</u>	Spring Plants Growing Life Cycles (Caterpillars)	<p>PSED • Play with one or more other children, extending and elaborating play ideas</p> <p>C&L • Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>PD • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>L • Make marks on their picture to stand for their name</p> <p>M • Notice patterns and arrange things in patterns.</p> <p>• Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>• Say one number for each item in order: 1,2,3,4,5.</p> <p>UW • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>EAD • Explore different materials freely, to develop their ideas about how to use them and what to make.</p>
	<p>"The Tiny Seed" by Eric Carle</p> <p>"The Very Hungry Caterpillar" by Eric Carle</p> <p>"Growing Vegetable Soup" by Lois Ehlert</p> <p>"Hello Spring" by Jo Lindley</p> <p>"Errol's Garden" by Gillian Hibbs</p>	
<u>Weeks 5 & 6</u> <u>Key texts</u>	Dinosaurs Toys from the Past Wassily Kandinsky	<p>PSED • Show more confidence in new social situations.</p> <p>C&L • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>PD • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>L • Understand the five key concepts about print</p> <p>M • Experiment with their own symbols and marks as well as numerals. •</p>
	"Meet Wassily Kandinsky" by STEAM Education	

	<p><i>"Toys from the past" by Joanna Brundle</i></p> <p><i>"The Dinosaur Department Store" by Richard Merritt and Lily Murray</i></p> <p><i>"Ten Little Dinosaurs" by Mike Brownlow and Simon Rickerty</i></p> <p><i>"The Worrysaurus" by Rachel Bright and Chris Catterton</i></p>	<p>UW • Explore how things work</p> <p>EAD • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.</p>
<p><u>Weeks 7 & 8</u></p> <p><u>Key texts</u></p>	<p>Easter Story Why do Christians put a cross in an Easter Garden?</p> <p><i>"The Promised One: The Wonderful Story of Easter" by Antonia Woodward</i></p> <p><i>"My Very First Bible Stories" by DK</i></p> <p><i>"Any Time, Any Place, Any Prayer: We can talk with God" by Laura Wiffler</i></p>	<p>PSED • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>C&L • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>PD • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>L • Develop their phonological awareness</p> <p>M • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>UW • Continue developing positive attitudes about the differences between people.</p> <p>Explore how things work</p> <p>EAD • Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>

<u>Summer 1</u> <u>6 Weeks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>
<u>Weeks 1 to 2</u> <u>Key texts</u>	Familiar pets Zoo animals Animal sounds and movements	<p>PSED • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.</p> <p>C&L • Use longer sentences of four to six words.</p> <p>PD • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>L • Develop their phonological awareness</p> <p>M • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>UW • Use all their senses in hands-on exploration of natural materials.</p> <p>EAD • Sing the pitch of a tone sung by another person ('pitch match'). • Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
	<p>"What Pet Should I Get?" by Dr. Seuss</p> <p>"Dear Zoo" by Rod Campbell</p> <p>"Giraffes Can't Dance" by Giles Andreae</p> <p>"From Head to Toe" by Eric Carle</p>	
<u>Weeks 3 & 4</u> <u>Key texts</u>	Space Astronauts Things that fly Weather	<p>PSED • Select and use activities and resources, with help when needed.</p> <p>C&L • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>PD • Match their developing physical skills to tasks and activities in the setting.</p> <p>L • Engage in extended conversations about stories, learning new vocabulary.</p> <p>M • Make comparisons between objects relating to size, length, weight and capacity.</p> <p>UW • Talk about what they see, using a wide vocabulary • Explore how things work.</p>
	"Astro Girl" by Ken	

	<p>Wilson-Max</p> <p><i>"How to Catch a Star"</i> by Oliver Jeffers</p> <p><i>"Look Inside Space"</i> by Rob Lloyd Jones</p> <p><i>"Look Up!"</i> by Nathan Bryon</p> <p><i>"The Darkest Dark"</i> by Chris Hadfield</p>	<p>EAD • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>
<p><u>Weeks 5 & 6</u></p> <p><u>Key texts</u></p>	<p>Summer</p> <p>The Parable of the Two Brothers</p> <p>Vincent Van Gough</p> <p><i>"Summer Days and Nights"</i> by Wong Herbert Yee</p> <p><i>"The Parable of the Two Brothers"</i></p> <p><i>"Meet Vincent Van Gogh"</i> by STEAM Education</p> <p><i>"Summer"</i> by Child's Play and Ailie Busby</p>	<p>PSED • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>C&L • Start a conversation with an adult or a friend and continue it for many turns.</p> <p>PD • Show a preference for a dominant hand.</p> <p>L • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>M • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>UW • Explore collections of materials with similar and/or different properties.</p> <p>EAD • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs.</p>

General Theme	The People I Know	The Stories I can Tell	The World Around Me	The Street Beneath My Feet	The Skies Above My Eyes	The Sea Below My Toes
Overarching General Theme NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Myself My Family How have I changed? Human body Staying healthy Superheroes Autumn Harvest	Traditional Tales People who help us Little Red Hen Winter Nativity Christmas Story Diwali	How do I get there? Vehicles past & present Design your own transport Where in the world have you been? Where do we live in the UK / world? World Maps Animals and Plants around the world	Insects / Minibeasts Rocks Earthquakes / Volcanoes Fossils Dinosaurs Burrowing animals	Aeroplanes / Helicopters Rockets / Spaceships Astronauts The moon Planets Birds, Bats & Butterflies Weather Clouds Hot air balloon / parachute / hang glider	Under the sea Divers Submarines Midnight Zone Coral Reef Marine animals Underwater robots
Communication and Language	Discussion: families, homes, community Rhyme: Everybody has a name Non-Fiction: Human body	Discussion: traditional tales, story mountains Rhyme: Nursery Rhymes Non-Fiction: Seasons	Discussion: journeys, the world, holidays, Rhyme: He's got the Whole World in His Hands Non-Fiction: Atlas	Discussion: skeletons, fossils, life cycles Rhyme: Dinosaur, Dinosaur Non-Fiction: Dinosaurs	Discussion: journeys, solar system, space Rhyme: Weather rhymes Non-Fiction: The Solar System	Discussion: our shore, directions, beach holidays Rhyme: Seashell tongue twister Non-Fiction: Sea life
Personal Social Emotional Development	See themselves as a valuable individual. Form positive attachments & friendships Focused attention to follow instructions Knowing rules, right & wrong		Looking after each other/animals/the world Basic hygiene and personal needs Understanding feelings and behaviour Show sensitivity to others' needs		Set and work towards simple goals Be confident and independent Work and play co-operatively	
Physical Development	Climbing Frame / Balance Obstacle	Gymnastics	Throwing & Catching	Indoor Games	Outdoor Games	Sports Day

	Pencil Grip	Pencil Grip	Scissor Skills	Cutlery Skills	Improving Drawing Focusing on letter formation	Improving Handwriting
Mathematics Maths No Problem	Week 1= Matching Week 2=Sorting Week 3=Comparing and Ordering Week 4=AB Patterns Week 5 & 6=Counting Week 7=Time Week 8 & 9=Composition of Numbers up to Five Week 10 & 11=2D Shapes Week 12=Positional Language		Week 1= Counting Week 2=Counting and Ordering Week 3=Counting Week 4=Addition Week 5 & 6=Comparing and Ordering Week 7 & 8= Counting Week 9=Patterns Week 10=Measuring lengths and heights Week 11=Capacity - developing language Week 12 & 13= 2D Shapes 3D Shapes		Week 1= Counting On to Add Week 2= Counting Forwards and Backwards Week 3= Counting to 20 Week 4= Doubling Week 5= Halving and Sharing Week 6= Odds and Evens Week 7= Mass Week 8= Money Week 9= Data Week 10= Money Week 11= All Week 12= Word Problems	
Phonics Little Wandle	Week 1 s a t p	Week 1 ff ll ss j <i>put* pull* full* as</i>	Week 1 ai ee igh oa	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling	Week 1 short vowels CVCC <i>said so have like</i>	Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling
	Week 2 i n m d	Week 2 v w x y <i>and has his her</i>	Week 2 oo oo ar or <i>was you they</i>	Week 2 review Phase 3: er air words with double letters longer words	Week 2 short vowels CVCC CCVC <i>some come love do</i>	Week 2 long vowel sounds CCVC CCVC CCV CCVCC
	Week 3 g o c k	Week 3 z zz qu	Week 3 ur ow oi	Week 3 words	Week 3 short	Week 3 Phase 4

	<i>is</i>	words with -s /s/ added at the end (hats sits) <i>ch go no to into</i>	ear <i>my by all</i>	with two or more digraphs	vowels <i>CCVCC CCVCV CCCVCC were here little says</i>	words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words
	Week 4 ck e u r <i>I</i>	Week 4 sh th ng nk <i>she push* he of</i>	Week 4 air er words with double letters: dd mm tt bb rr gg pp <i>are sure pure</i>	Week 4 longer words words ending in -ing compound words	Week 4 longer words compound words <i>there when what one</i>	Week 4 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/
	Week 5 h b f l <i>the</i>	Week 5 • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags) <i>we me be</i>	Week 5 longer words	Week 5 longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <i>out today</i>	Week 5 root words ending in: -er, -est longer words
Reading Possible texts to share	"The Family Book" by Todd Parr "So Much" by Trish Cooke "Funnybones" by Janet and Allan Ahlberg	"The Jolly Postman or Other People's Letters" by Janet and Allan Ahlberg "Topsy and Tim got to the Doctor" by Joan and Gareth	"The Hundred Decker Bus by Mike Smith "History of Cars" by Elliot Krusynski	"Hello Spring" by Jo Lindley "Bug Hotel" by Libby Walden "The Story of the	"Rocket says Look Up" by Nathan Bryon "Look Inside Space" by Rob Lloyd Jones	"The Big Book of the Blue" by Yuval Zommer "Tropical Terry" by Jarvis

	<p>"I Will Never Not Ever Eat a Tomato" by Lauren Child</p> <p>"The Invisible String" by Patrice Karst</p> <p>"The Colour Monster" by Anna Llenas</p> <p>"Hair Love" by Matthew A. Cherry</p> <p>"When I Was Little: A Four-Year-Old's Memoir of Her Youth" by Jamie Lee Curtis</p> <p>"From Head to Toe" by Eric Carle</p> <p>"A Superhero Like You" by Dr Singh</p> <p>"Autumn" by Gerda Muller</p> <p>"We Gather Together: Celebrating the Harvest Season" by Wendy Pfeffer</p>	<p>Adamson</p> <p>"Emergency" by Margaret Mayo</p> <p>"The Three Little Pigs"</p> <p>"Goldilocks and the Three Bears"</p> <p>"Jack and the Beanstalk"</p> <p>"The Little Red Hen" by Jess Stockham</p> <p>"Clothesline Clues to Jobs People Do" by Kathryn Heling and Deborah Hembrook</p> <p>"The Extra Special Baby" by Antonia Woodward</p> <p>"Hello Winter" by Jo Lindley</p> <p>"Christmas Around the World" by Anna Claybourne</p> <p>"Binny's Diwali" by</p>	<p>"Rosie Revere, Engineer" by Andrea Beaty</p> <p>"Boxitects" by Kim Smith</p> <p>"Jehvon Goes to Jamaica" by Natasha N Brown</p> <p>"In Every House on Every Street" by Jess Hitchman</p> <p>"The Boy Who Loved Maps" by Kari Allen</p> <p>"A Place Called Home: Look Inside House Around the World" by Kate Baker</p> <p>"Me on the Map" by Joan Sweeney</p> <p>"Animals Around the World", by</p>	<p>London</p> <p>Underground" by David Long</p> <p>"Underground: Subways Around the World by" by Uijung Kim</p> <p>"The Street Beneath My Feet" by Charlotte Guillain</p> <p>"The Promised One" by Antonia Woodward</p> <p>"The Most Exciting Eid" by Zeba Talkhani and Abeeha Tariq</p> <p>"Look Inside Volcanoes and Earthquakes" by Laura Cowant</p> <p>"Fossils and Paleontology for kids" by Baby Professor</p> <p>"Zoom Dinosaur Adventure" by Susan Hayes and</p>	<p>"Emma Jane's Aeroplane" by Katie Haworth and Daniel Rieley</p> <p>"Astro Girl" by Ken Wilson-Max</p> <p>"The Weather Girls" by AKI Delphine Mach</p> <p>"Meet the Weather" by Carly Hart</p> <p>"The Hare and the Tortoise" by Lesley Sims and Maribel</p> <p>"Explore My World Clouds" by Marfe Ferguson Delano</p> <p>"Rocket Girl" by Didi Dragon and Maria Mau</p> <p>"States of Matter" by Anne Giullieri</p> <p>"Meet Piet Mondrian" by STEAM Eduction</p>	<p>"The Storm Whale" by Benji Davies</p> <p>"What a Submarine Sees" Laura Knowles</p> <p>"The Sea Below My Toes" by Charlotte Guillain & Jo Empson</p> <p>"Ocean Animals from Head to Tail" by Stacey Roderick and Kwanchair Moriya</p> <p>"Ruby's Worry" by Tom Percival</p> <p>"Welcome to our World" by Moria Butterfield</p> <p>"Nini at Carnival" by Errol Lloyd</p>
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		Thrity Umrigar and Nidhi Chanani "Meet the Vincent Van Gogh" by Patricia Geis	Stefan Lohr	Sam Rennocks "Animals Underground" by Claude Delafosse "Meet the Artist Henri Matisse" by Patricia Geis		
Understanding the World Past & Present People Culture & Communities The Natural World	Me & My Family My Home (immediate environment) Human Growth Jobs in the community Autumn Harvest Festival	Christmas now and then Christmas celebrations in different UK cultures Winter Incarnation Diwali	Historic sites around the world Life in this country & other countries (maps) Animal Life Cycle Materials States of Matter	Archaeology Digs Characters in the past Plant Life Cycle Seeds & Growing Plants Spring	Space explorations Sky descriptions Forces States of Matter	Lifeboat/Coastguard Harbour History Seaside Abroad Floating & Sinking Sea Creatures Summer
RE	God/Creation How can we care for our wonderful world?	Diwali - Newham Incarnation	Newham What can we learn about Christian people from	Salvation How can we help others when they need it?	Newham 'The Hare and the tortoise'	Tales toolkit + religious stories 1. The Lost Coin

		What makes every single person unique and precious?	visiting a church? Shrove Tuesday Lent	Newham 'Eid'		<ol style="list-style-type: none"> 2. The Lost Sheep 3. The Good Samaritan 4. The Good Shepherd 5. The bowl of milk and the Jasmine Flower 6. The Gift of Friendship
Computing	Online Safety Know who to speak to in school if something upsets them at home (identifying safe adults in school) Know they should ask permission of the person they are going to take the photo of	Online Safety & Data Handling: Introduction to Data Children sort and categorise data and are introduced to branching databases and pictograms	Online Safety & Computer Systems and Network 1: Exploring Hardware Tinkering, exploring and learning to operate a camera	Online Safety & Programming 1: All about instructions The children learn to receive and give instructions and understand the precise instructions	Online Safety & Computer Systems and Network 2: Using a computer Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out	Online Safety & Programming 2: Programming Bee-Bots Children learn about directions, experiment with programming bee-bots and explore hardware
Expressive Arts Design &	Artist- Picasso	Artist-Vincent Van Gogh "Stary	Artist- Giuseppe Arcimboldo	Artist-Henri Mattise	Artist- Piet Mondrian	Artist-Hokusai waves Wax

Technology Being Imaginative & Expressive	Self-Portraits	Night"	Making maps	Bug fossil dough imprints	Space Cloud	Crayon/Watercolour
	Making pumpkin soup	Creating characters	Make pancakes	Making Easter cookies	Weather	Making sandwiches for our Teddy Bear Picnic
	Explore Sounds & Rhythm	Creating Diva lamps	Making vehicles	Making an Eid recipe	Forecasting	Pirate Dancing
		Traditional Tales Role Play, Tales Toolkit	Transport Role Play	Dinosaur movements		
Foreign Languages (French)		Hello and answer the register in	Happy Birthday song	Thank you and Goodbye	Say what your name is	Traditional French song Frère Jacques
'Wow' moments & Enrichment Events	Introduction of Welcome Time Trip to local park Teaching of Reading evening	Phonics Morning Nativity Production	Trip to the Library Maths Morning	Life cycles - Stick insects Trip to local farm	Mastering Number morning	Carnival Teddy Bear Picnic Sports Day

<u>Aut 1</u> <u>8 Wks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>	
<u>Weeks</u> <u>1 to 4</u> <u>Subject</u> <u>Domain</u> History <u>Key Concept to be developed:</u> A sense of time <u>ELG:</u> Understanding of the world (Past and Present)	Myself My Family How have I changed? Human body Staying healthy Settling in Superheroes (What's my superpower?) <u>Key texts</u> "The Family Book" by Todd Parr "So Much" by Trish Cooke "Funnybones" by Janet and Allan Ahlberg "I Will Never Not Ever Eat a Tomato" by Lauren Child "The Invisible String" by Patrice Karst "The Colour Monster" by Anna Llenas "Hair Love" by Matthew A. Cherry "When I Was Little: A Four-Year-Old's Memoir of Her Youth" by Jamie Lee Curtis	<u>PSED</u> • Build constructive and respectful relationships • Know and talk about the different factors that support their overall health and wellbeing: <u>C&L</u> • Understand how to listen carefully and why listening is important. <u>PD</u> • Revise and refine the fundamental movement skills they have already acquired: <u>L</u> • Write some letters accurately <u>M</u> • Count objects, actions and sounds. <u>UW</u> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past <u>EAD</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <u>Learning Question:</u> Can I talk about the past? Can I discuss ways in which to stay healthy? Can I discuss what makes me special? Can I create a family tree? <u>Activities for children to undertake:</u> Family tree Photo album Compare and contrast my clothes now with my baby clothes Compare my toys now with my baby toys Compare my clothes/toys now with my parent/carers things What I can do now- that I couldn't do when I was a baby- list, draw, discuss <u>Possible visitors-</u> Midwife. Parents with a newborn.	<u>Key Vocabulary and questions</u> Ago, in the past, weeks, months, years, long time ago, when you were little, when you were a baby, in the olden days, before you were born, different from, same as, things have changed, things have stayed the same How have things changed? What's the same? What's different? When you were a baby? When _____ was a baby? <u>Nouns:</u> baby, months, weeks, past <u>Verbs:</u> grow, growing <u>Adjectives:</u> big, small,

†)	<p>"From Head to Toe" by Eric Carle</p> <p>"Toys from the past" by Joanna Burndle</p> <p>"When I was a Child" by Andy Stanton and David Litchfield</p> <p>"A Superhero Like You" by Dr Singh</p> <p>"A Superpower Like Mine" by Dr Singh</p> <p>"There's a Superhero in your book" by Tom Fletcher</p> <p>"What's my Superpower" by Aviaq Johnston</p> <p>"Ten Little Superheroes" by Mike Brownlow</p>	<p><u>Continuous Provision suggestions:</u></p> <p>Opportunities for children to explore and compare old and modern toys</p> <p>Create a baby shop where children can purchase things they need for the dolls</p> <p>Home corner for children to role play</p> <p><u>Art & DT-</u> Self Portraits (Pablo Picasso)</p> <ol style="list-style-type: none"> 1. Junk modelling to make a Picasso person 2. Draw and cut up pieces of part of faces in the Style of Picasso's painting. Children to use pieces to make a face. 3. Children to have access to wax pastels, thick crayons and chalk on beige and brown paper to create self portraits. <p>Children to have photographs of themselves or mirrors to look at whilst drawing.</p> <p><u>Parent Involvement:</u></p> <p>Introduction to welcome time</p> <p>Parents to share baby pictures/toys/clothes of their child</p> <p>Parents to share family pictures</p> <p>Teaching of reading evening</p> <p><u>RE-</u> God/Creation</p> <p>How can we care for our wonderful world?</p>	<p>tiny, helpless</p> <p><u>Comparatives:</u> bigger, smaller, weaker, stronger</p> <hr/> <p>Computing</p> <p>Online Safety</p> <p>Know who to speak to in school if something upsets them at home (identifying safe adults in school)</p> <p>Know they should ask permission of the person they are going to take the photo of</p>
<p><u>Weeks</u> <u>5 to 8</u></p> <p><u>Subject</u> <u>t</u> <u>Domain</u></p>	<p>Autumn Harvest</p> <p><u>Key texts</u></p> <p>"Autumn" by Gerda Muller</p>	<p><u>PSED</u> • See themselves as a valuable individual.</p> <p><u>C&L</u> • Learn new vocabulary.</p> <p><u>PD</u> • Progress towards a more fluent style of moving, with developing control and grace.</p> <p><u>L</u> • Engage in extended conversations about stories, learning new vocabulary.</p> <p>• Read some letter groups that each represent one sound and say sounds for them.</p>	<p><u>Key Vocabulary and questions</u></p> <p>Orbid, movement around the sun, tilting towards the sun, weather,</p>

<p>Science-Seasons (Autumn)</p> <p>Key Concept to be developed</p> <p>The natural world around us changes, 4 seasons</p> <p>ELG: Understanding of the world (The Natural</p>	<p>"We Gather Together: Celebrating the Harvest Season" by Wendy Pfeffer</p> <p>"The Thankful Book" by Todd Parr</p> <p>"Harvest Days: Giving Thanks Around the World" by Kate DePalma</p> <p>"The Great Harvest Festival With Kalli & Milton" by Love Creative Planners</p> <p>"Gratitude is My Superpower" by Alicia Ortego</p> <p>"I Am Thankful" by Sonali Fry</p> <p>"We're Going on a Leaf Hunt" by Steve Metzger</p> <p>"Leaf Man" by Lois Ehlert</p> <p>"Pumpkin Soup" by Helen Cooper</p> <p>"A Scientist Like Me" by Dr Shini Somara and Najida Sarell</p> <p>"Squirrel's Autumn Search" by Anita Loughrey</p> <p>"The Squirrels Who Squabbled" by Rachel</p>	<p>M • Subitise.</p> <p>UW • Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside <p>EAD • Create collaboratively, sharing ideas, resources and skills.</p> <p>Learning Question:</p> <p>Can I talk about the 4 seasons?</p> <p>Can I discuss how Christians celebrate the Harvest Festival?</p> <p>Activities for children to undertake:</p> <p>Complete daily class weather record</p> <p>Walk around the school to look for signs of autumn</p> <p>Autumn checklist</p> <p>Collect, sort and label different leaves, acorns and natural autumn loose parts</p> <p>Celebrate Harvest Festival</p> <p>Learn about hibernation</p> <p>Explore sounds and rhythm</p> <p>Trip- Autumn walk around the school environment and the local park</p> <p>Continuous Provision suggestions:</p> <p>Autumn loose parts exploration</p> <p>Farm animals</p> <p>Harvest coll</p> <p>Creating leaf prints, leaf rubbings, leaf collage</p> <p>Pinecone painting and printing</p> <p>Vegetable printing</p> <p>Art & DT- Making pumpkin soup</p>	<p>changes, natural world, trees, leaves, animals, hedgehogs, hibernation, acorn, conker, squirrel,</p> <p>How can we tell that the season has changed?</p> <p>How can we tell that the earth is moving in a different position around the sun?</p> <p>Nouns: the earth, the sun. seasons, autumn</p> <p>Verbs: to change, to dry up, to shed leaves, to get colder, to get darker, to get shorter</p> <p>Adjectives: deciduous, evergreen, red, yellow, orange, brown, scrunchy, dry, crunchy, muddy, windy, cold, rain, dark, cloudy</p> <hr/> <hr/>
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World)	<p>Bright</p> <p>"Little Goose's Autumn" by Ellie Woollard and Briony May Smith</p> <p>"The Little Red Hen" by Lesley Sims</p>	<p><u>Parent Involvement:</u> Trip to local park</p> <p><u>RE</u>-God/Creation How can we care for our wonderful world?</p>	
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<u>Aut 2</u> <u>7 Wks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>	
<p><u>Weeks</u> <u>1 to 4</u></p> <p><u>Subject</u> <u>Domain:</u> Geography</p> <p><u>Key Concept to be developed:</u> A sense of</p>	<p>Traditional Tales People who help us Diwali</p> <p><u>Key texts</u> "The Jolly Postman or Other People's Letters" by Janet and Allan Ahlberg</p> <p>"Topsy and Tim got to the Doctor" by Joan and Gareth Adamson</p> <p>"Emergency" by Margaret Mayo</p> <p>"The Three Little Pigs"</p> <p>"Goldilocks and the Three Bears"</p>	<p><u>PSED</u> • Express their feelings and consider the feelings of others. • Manage their own needs.</p> <p><u>C&L</u> • Use new vocabulary through the day. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.</p> <p><u>PD</u> • Develop the overall body strength</p> <p><u>L</u> • Spell words by identifying the sounds and then writing the sound with letter/s. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><u>M</u> • Link the number symbol (numeral) with its cardinal number value.</p> <p><u>UW</u> • Draw information from a simple map. • Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>EAD</u> • Explore, use and refine a variety of artistic effects to express their ideas/feelings.</p>	<p><u>Key Vocabulary and questions</u></p> <p>Names of local places</p> <p>Where do we live? Where is home?</p> <p><u>Nouns:</u> town, city, country, capital, road, street, shops, plan, map, globe, earth</p> <p>Nurse, doctor, dentist, policeman, fireman, postman- and other roles</p> <p><u>Verbs:</u> to help, helping,</p>

<p>place</p> <p>ELG:</p> <p>Understanding of the world (People, culture and communities)</p>	<p>"Jack and the Beanstalk"</p> <p>"The Little Red Hen" by Jess Stockham</p> <p>"Clothesline Clues to Jobs People Do" by Kathryn Heling and Deborah Hembrook</p> <p>"Binny's Diwali" by Thrity Umrigar and Nidhi Chanani</p> <p>"Meet the Vincent Van Gogh" by Patricia Geis</p> <p>"My Map Book" by Sara Fanello</p>	<p><u>Learning Question:</u></p> <p>Can I draw a simple map?</p> <p>Can I retell the story of Rama and Sita?</p> <p>Can I retell traditional tales?</p> <p><u>Activities for children to undertake:</u></p> <p>Explore traditional tales</p> <p>Create story map</p> <p>To explore various people who help us, their roles and where they work</p> <p>Explore and recognise local buildings/facilities</p> <p>Build simple models of buildings around us</p> <p><u>Possible visitors-</u> Police officer, nurse, doctor, firefighter, postal worker</p> <p><u>Continuous Provision suggestions:</u></p> <p>Puppets and props to represent characters from traditional tales</p> <p>Story maps and sequencing cards</p> <p>Role play for people who help us and traditional tales</p> <p>Story themed crafts</p> <p>Police station/doctor's surgery/dentist role play area</p> <p><u>Art & DT-</u></p> <p>Create Diya lamp, rangoli patterns</p> <p>Draw a character from a traditional tale</p> <p>Explore Artist- Vincent Van Gogh "Starry Night" - Experiment with swirls, wiggly lines, circles and swipes</p> <p><u>Parent Involvement:</u></p> <p>Phonics morning</p>	<p>to care, caring, to look after</p> <p><u>Adjectives:</u> large, small, busy, man-made, natural</p> <p>Diwali-Festival of Lights, rangoli, lamps (diyas), firework, sweets (Mithai), new clothes, lakshmi, family, celebration, lights, colours, puja, stories, community, sharing, tradition, respect, diversity, joy</p> <hr/> <p>Computing</p> <p><u>Online Safety & Data Handling:</u></p> <p>Introduction to Data</p> <p>Children sort and categorise data and are introduced to branching databases and pictograms</p> <hr/> <p>French- Introduce the</p>
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		RE- Newham Syllabus Diwali	word "bonjour" hello and answer the register in
<u>Weeks</u> <u>5 to 7</u> <u>Subject</u> <u>Domain:</u> Science- Seasons (Winter) <u>Key Concept to be developed</u> The natural world around us changes, 4 season	Winter Nativity Christmas Story <u>Key texts</u> "Stickman" by Julia Donaldson "Owl Winter Rescue" by Anita Loughrey "Ten Little Lights" by Rabina Khan "What Can You See in Winter?" Sian Smith "The Extra Special Baby" by Antonia Woodward "Hello Winter" by Jo Lindley "Christmas Around the World" by Anna Claybourne	<u>PSED</u> • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others. <u>C&L</u> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <u>PD</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes <u>L</u> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <u>M</u> • Count beyond ten. <u>UW</u> • Understand the effect of changing seasons on the natural world around them. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Understand that some places are special to members of their community <u>EAD</u> • Listen attentively, move to and talk about music, expressing their feelings and responses	<u>Key Vocabulary and questions</u> Orbit, movement around the sun, tilting towards the sun, tilting away from the sun, weather, changes, natural world, trees, leaves, rain, snow, wind, frost, ice How can we tell that the season has changed? How can we tell that the earth is moving in a different position around the sun? <u>Nouns:</u> the earth, the sun. seasons, autumn <u>Verbs:</u> to freeze, to ice up, to darken, to get darker

<p>s</p> <p><u>ELG:</u> Unders tandin g of the world (The Natura l World)</p>		<p><u>Learning Question:</u> Can I talk about the 4 seasons? Can I retell the Christmas story?</p> <p><u>Activities for children to undertake:</u> Complete daily class weather record Walk around the school to look for signs of winter Winter checklist Learn about Winter festivals</p> <ol style="list-style-type: none"> 1. Christmas 2. New Year's Eve <p>Retell the Christmas Story Nativity production</p> <p><u>Trip-</u> Winter walk around the school environment</p> <p><u>Continuous Provision suggestions:</u> Make snowflake patterns Writing on winter shaped paper Pupets and props for the christmas story Nativity figures Sensory fake snow to explore animals who live in cold climates</p> <p><u>Art & DT-</u> Creating a Nativity scene using a variety of materials</p> <p><u>Parent Involvement:</u> Nativity production</p> <p><u>RE-</u>Incarnation What makes every single person unique and precious</p>	<p><u>Adjectives:</u> bare, cold, deciduous, evergreen, white, blue, silver, grey, slippery, icy, wet, muddy, windy, cold, rain, dark, cloudy</p> <hr/> <p>French- Introduce the phrase "bon après midi"</p> <p>hello and answer the register in</p>
<p><u>Spr.1</u> <u>6 Wks</u></p>	<p><u>Key themes</u></p>	<p><u>Curriculum outcomes</u></p>	

<p><u>Weeks</u> <u>1 to 3</u></p> <p><u>Subject</u> <u>Domain</u> <u>Science</u> <u>-</u> <u>Physics</u></p> <p><u>Key Concept to be developed:</u> Forces and Motion</p> <p><u>FLG:</u> Understanding of the world (The Natural World)</p>	<p>How do I get there? Vehicles past & present</p> <p>Design your own transport</p> <p><u>Key texts</u> "The Hundred Decker Bus by Mike Smith</p> <p>"History of Cars" by Elliot Krusynski</p> <p>"Rosie Revere, Engineer" by Andrea Beaty</p> <p>"How to Build a Car" by Saskia Lacey</p> <p>"Boxitects" by Kim Smith</p> <p>"The Little House" by Virginia Lee Burton</p> <p>"The Bus is for Us" by Michael Rosen</p> <p>"National</p>	<p><u>PSED</u> • Identify and moderate their own feelings socially and emotionally</p> <p><u>C&L</u> • Connect one idea or action to another using a range of connectives.</p> <ul style="list-style-type: none"> • Describe events in some detail • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. <p><u>PD</u> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p><u>L</u> • Read a few common exception words matched to the school's phonic programme.</p> <ul style="list-style-type: none"> • 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. <p><u>M</u> • Compare numbers.</p> <ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers. <p><u>UW</u> • Draw information from a simple map.</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. <p><u>EAD</u> • Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><u>Learning Question:</u></p> <p>Can I discuss forces and motions?</p> <p>Can I talk about how vehicles work?</p> <p>Can I talk about vehicles in the past and present?</p> <p>Can you design your own vehicle?</p> <p><u>Activities for children to undertake:</u></p> <p>Create a vehicle timeline</p>	<p><u>Key Vocabulary and questions</u></p> <p>Accelerate, acceleration, collision, displacement, force, friction, forces, motion, movement push, pull, gravity, bus, train, car, wheels, steer, engine, move, down, up</p> <p>How does it work?</p> <p>What makes it go?</p> <p>How does it move?</p> <p>How can I make it go faster, slower?</p> <hr/> <p>Computer Systems and Network 1:</p> <p><u>Online Safety & Exploring Hardware</u></p> <p>Tinkering, exploring and learning to</p>
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	<p>Geographic Little Kids First Big Books of Things That Go" by Karen De Seve</p> <p>"The Most Magnificent Thing" by Ashley Spires</p> <p>"Cool Cars" by Tony Mitton and Ant Parker</p>	<p>Then and now comparison of vehicles</p> <p>Vehicle small world play, explore forces and motions with vehicles/explore how vehicles work</p> <p>Make pancakes for Shrove Tuesday</p> <p><u>Trips-</u> Trip to the library to research different types of vehicles</p> <p><u>Continuous Provision suggestions:</u></p> <p>Making circuits</p> <p>Garage outdoors</p> <p>Exploring push and pull using vehicles</p> <p>Wind force activities</p> <p><u>Art & DT-</u></p> <p>STEAM building vehicles</p> <p>Junk models of transport</p> <p>Observational drawing of vehicles</p> <p>Printing using vehicle tracks</p> <p><u>RE-</u> Newham syllabus- What can we learn about Christian people from visiting a church?, Shrove Tuesday, Lent</p>	<p>operate a camera</p> <hr/> <p>French- Learn "Happy Birthday" song in French</p>
<p><u>Weeks</u> <u>3 to 6</u></p> <p><u>Subject</u> <u>Domain:</u> Design Techno</p>	<p>Creating with materials</p> <p>Where in the world have you been? Where do we live in the UK / world? World Maps</p> <p>Animals and Plants</p>	<p><u>PSED</u> • Identify and moderate their own feelings socially and emotionally.</p> <ul style="list-style-type: none"> • Think about the perspectives of others. <p><u>C&L</u> • Connect one idea or action to another using a range of connectives. • Describe events in some detail.</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>PD</u> • Combine different movements with ease and fluency.</p>	<p><u>Key Vocabulary and questions</u></p> <p>Nouns: a design, a plan, materials, strength, joins,</p> <p>Verbs: to design, designing, to build, building, to plan,</p>

logy Key Concept to be developed Things that we use everyday are created by somebody, from their ideas, using different materials ELG: Expressive Arts and Design	around the world	<ul style="list-style-type: none"> • Confidently 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. L • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. M • Continue, copy and create repeating patterns. UW • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. EAD • Watch and talk about dance and performance art, expressing their feelings and responses. 	planning, to cut, cutting, to create, creating, to make, making, to bend, to sew, sewing, to join, joining, to strengthen, to make stronger Adjectives: soft, bendy, flexible, hard, strong, high, tall, sturdy, stable, (steady) unstable
	Key texts “Jehvon Goes to Jamaica” by Natasha N Brown “In Every House on Every Street” by Jess Hitchman “The Boy Who Loved Maps” by Kari Allen “A Place Called Home: Look Inside House Around the World” by Kate Baker “Me on the Map” by Joan Sweeney “Animals Around the World”, by Stefan Lohr “Wild World” by Angela Mc Allister	Learning Question: Can I talk about where I live in the UK? Can I talk about different countries? Can I explore the world map? Can I talk about different people/cultures around the world? Can I talk about animals and plants around the world? Activities for children to undertake: Explore houses/animals/plants around the world Build model houses Design and build bridges Investigate famous buildings from around the world Make a simple pictograph or bar chart of the types of houses that the children live in Continuous Provision suggestions: Treasure hunt maps, interactive world map Animal tracks exploration	Comparatives: bigger, smaller, weaker, stronger, more stable, less stable <hr/> French- Practise “Happy Birthday” song in French

(Creating with Materials)	<p>and Hvass and Hanibal</p> <p>"A Walk in the Forest" by Maria Dek</p> <p>"In the Tall, Tall Grass" by Denise Fleming</p>	<p>Map making station</p> <p>Exploring plants/planting</p> <p>Exploring animals around the world</p> <p><u>Art & DT</u>- Focus artist- Giuseppe Arcimboldo</p> <p><u>Parent Involvement:</u></p> <p>Maths Morning</p>	
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<u>Spr.2</u> <u>6 Wks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>	
<u>Wks</u> <u>1 -2</u> <u>Subje</u> <u>ct</u> <u>Domai</u> <u>n:</u> Geogr aphy/ Histor y,Scie nce <u>Key</u> <u>Conce</u> <u>pt to</u> <u>be</u> <u>develo</u> <u>ped:</u> Physic al geogr aphy/ Under	Rocks Earthquakes / Volcanoes Fossils Dinosaurs Burrowing animals <u>Key texts</u> "The Story of the London Underground" by David Long "The Street Beneath My Feet" by Charlotte Guillain "Look Inside Volcanoes and Earthquakes"	<p>PSED • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>C&L • 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.</p> <p>PD • Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>L • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending <p>M • Subitise (recognise quantities without counting) up to 5</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. <p>UW • 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</p> <p>EAD • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Learning Question: Can I talk about how Earth looked in the past? Can I talk about the time of the dinosaurs? Can I explore extinct animals?</p> <p>Activities for children to undertake: Make a volcano model and then create a volcano experiment using baking soda and vinegar Fossil dough imprints</p>	<p><u>Key Vocabulary and questions</u></p> <p>Key Vocabulary:</p> <p>Rock, hard, smooth, rough, shape, colour, past, present, shake, big movement, eruption, volcano, earthquakes, bones, bury, dinosaurs, dig, hole, tunnel, hide, home in the ground,</p> <p>Do you know any animals that live underground? How do burrowing animals stay safe from other animals? How do scientists use the bones of dinosaur skeletons to imagine what dinosaurs might</p>

<p>standing past and present</p> <p><u>ELG:</u> Understanding of the world (The Natural World)</p>	<p>by Laura Cowant</p> <p>“Fossils and Paleontology for kids” by Baby Professor</p> <p>“Zoom Dinosaur Adventure” by Susan Hayes and Sam Rennocks</p> <p>“Animals Underground” by Claude Delafosse</p> <p>“Meet the Artist Henri Matisse” by Patricia Geis</p>	<p>Build habitats for animals</p> <p><u>Continuous Provision suggestions:</u> Set up archaeologist station for children to explore Dinosaur foot printing using clay Burrowing animals sensory maze exploration (made of tunnels, shredded paper)</p> <p><u>Art & DT-</u> Artist focus- Henri Matisse</p> <p><u>Parent Involvement:</u> To create a volcano model as a home learning task</p>	<p>have looked like, even though no one was around to see them when they lived? What is a volcano?</p> <p>What is a earthquake? _____</p> <p>_____</p> <p>Online Safety & Programming 1: All about instructions The children learn to receive and give instructions and understand the precise instruction</p> <p>French- Learn to say thankyou and goodbye</p>
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<p><u>Weeks</u> <u>3 to 6</u></p> <p><u>Subject</u> <u>t</u></p> <p><u>Domain:</u> Science-Seasons (Spring)</p> <p><u>Key Concept to be developed</u> The natural world around us changes, 4 seasons</p> <p><u>ELG:</u></p>	<p>Spring Easter Growing Insects Minibeasts</p> <p><u>Key texts</u> "The Promised One" by Antonia Woodward "Special Bible Stories" by Antonia Woodward "The Most Exciting Eid" by Zeba Talkhani and Abeeha Tariq "Hello Spring" by Jo Lindley "Bug Hotel" by Libby Walden "Jasper's Beanstalk" by Nick Butterworth "Sam Plants a</p>	<p><u>PSED</u>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>C&L</u> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>PD</u>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>L</u> • Anticipate (where appropriate) key events in stories. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <u>M</u> • 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. <u>UW</u>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>EAD</u>• Share their creations, explaining the process they have used.</p> <p><u>Learning Question:</u> Can I talk about the 4 seasons? Can I retell the Easter Story? Can I discuss how Christians celebrate Easter? Can I discuss the life cycle of an insect and/or a plant?</p> <p><u>Activities for children to undertake:</u> Spring nature hunt Identify and log the most common birds seen around the school outdoor environment Create a pictograph of the birds seen Create a checklist of spring Explore chromatography to make spring flowers using coffee filter papers Explore transpiration (how flowers take up water) by changing the colour of white flowers using coloured food dye in water Observe how bulbs grow</p>	<p><u>Key Vocabulary and questions</u></p> <p><u>Nouns:</u>the earth, the sun. seasons, spring, change, growth, life-cycle, seed, leaf, root, soil, water, sunshine</p> <p><u>Verbs:</u> wakening, growing,budding, digging, planting</p> <p><u>Adjectives:</u> green, greener, warmer, lighter, sunnier, brighter</p> <hr/> <p>French- Practice saying thankyou and goodbye</p>
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<p>Unders tandin g of the world (The Natura l World)</p>	<p>Sunflower” by Kate Petty and Axel Sheffler</p> <p>“One Springy Day” by Nick Butterworth</p> <p>“Busy Spring: Nature Wakes Up” by Sean Taylor and Alex Morss</p> <p>“The Tiny Seed” by Eric Carle</p> <p>“Spring: 5 Signs of the Season” by Paul Humphrey</p> <p>“It Starts with a Seed” by Laura Knowles and Jennie Webber</p> <p>“The Carrot Seed” by Ruth Krauss</p>	<p>Plant a herb garden Observe life cycle of stick insects Explore the easter story</p> <p><u>Trip/enrichment</u>- Trip to local farm, observing life cycle of stick insects</p> <p><u>Continuous Provision suggestions:</u> Insect life cycle station Opportunities for growing plants Easter garden in provision Easter story figures for small world play</p> <p><u>Art & DT-</u> Making easter cookies Making an Eid recipe</p> <p><u>Parent Involvement:</u> Trip to local farm</p> <p><u>RE</u>-Salvation How can we help others when they need it? Newham- Eid</p>	
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<u>Sum.1</u> <u>6 Wks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>	
<u>Wee</u> <u>ks</u> <u>1 to</u> <u>3</u> <u>Subje</u> <u>ct</u> <u>Domai</u> <u>n:</u> Geogr aphy <u>Key</u> <u>Conce</u> <u>pt</u> <u>to be</u> <u>develo</u> <u>ped:</u> Physic al geogr aphy <u>ELG:</u>	Aeroplanes / Helicopters Rockets / Spaceships Astronauts The moon Planets Birds, Bats & Butterflies Weather Clouds Hot air balloon / parachute / hang glider <u>Key texts</u> "Rocket says Look Up" by Nathan Bryon "Look Inside Space" by Rob Lloyd Jones "Emma Jane's Aeroplane" by Katie Haworth and Daniel Rieley "Astro Girl" by Ken Wilson-Max "The Weather Girls" by AKI Delphine Mach "Meet the Weather" by Carly Hart "The Hare and the Tortoise" by Lesley Sims and Maribel	<u>PSED</u> • Identify and moderate their own feelings socially and emotionally <u>C&L</u> • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Make comments about what they have heard and ask questions to clarify their understanding. <u>PD</u> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor <u>L</u> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • 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. <u>M</u> • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. <u>UW</u> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. <u>EAD</u> • Watch and talk about dance and performance art, expressing their feelings and responses.	Key Vocabulary and questions How do different modes of transport work? What are the characteristics of the sun, moon, and planets? Vocabulary: Nouns: airplane, rocket, astronaut, moon, planet, weather Verbs: fly, launch, explore, describe, observe Adjectives: sunny, cloudy, rainy, windy, bright <hr/> <hr/>

<p>Understand ing of the world (Peopl e, cultur e and comm unitie s)</p>	<p>"Explore My World Clouds" by Marfe Ferguson Delano</p> <p>"Rocket Girl" by Didi Dragon and Maria Mau</p> <p>"States of Matter" by Anne Giullieri</p> <p>"Meet Piet Mondrian" by STEAM Education</p>	<p><u>Learning Question:</u></p> <p>Can I identify different modes of transport and their uses? Can I describe the features of the sun, moon, and planets? Can I talk about the weather?</p> <p><u>Activities for children to undertake:</u></p> <p>Creating simple maps Observing and recording weather patterns Building models of different transport modes Role-playing as astronauts and pilots</p> <p><u>Continuous Provision suggestions:</u></p> <p>Weather station setup</p> <p><u>Art & DT-</u></p> <p>Explore the artist Piet Mondrian . Creating transportation models using recycled materials.</p> <p><u>Parent Involvement:</u></p> <p>Encourage parents to discuss their experiences with different types of transportation with their children.</p> <p><u>RE-</u> 'Newham 'The Hare and the tortoise'</p>	<p>Computer Systems and Network 1: Online Safety & Computer Systems and Network 2: Using a computer Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out</p> <hr/> <p>French- Learn how to say your name</p>
<p><u>Weeks</u> <u>4 to 6</u></p> <p><u>Subject</u> <u>Domai</u></p>	<p>Castles Kings Queens</p> <p>Famous people and events from the past Queen Elizabeth 2nd</p>	<p><u>PSED</u> • Show resilience and perseverance in the face of challenge.</p> <p>• 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.</p>	<p><u>Key Vocabulary and questions</u></p> <p><u>Nouns</u> The Queen, Queen Elizabeth the Second;</p>

<p>n: History</p> <p>Key Concept to be developed: A sense of time</p> <p>ELG: Understanding of the world (Past and Present)</p>	<p>Key texts</p> <p>"Peep Inside a Castle" by Anna Milbourne</p> <p>"See Inside Castles" by Katie Daynes</p> <p>"Kings and Queens" by Tony Robinson</p> <p>"The Queen's Hat" by Steve Antony</p> <p>"Little People, Big Dreams" series by Maria Isabel Sanches Vegara</p> <p>"Queen Elizabeth II: The Queen Who Chose to Serve"</p>	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Work and play cooperatively and take turns with others. <p>C&L • Ask questions to find out more and to check they understand what has been said to them.</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. <p>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.</p> <p>PD • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Begin to show accuracy and care when drawing. <p>L • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. <p>M • Count beyond ten.</p> <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. <p>UW • Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Understand that some places are special to members of their community • 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. 	<p>Her Majesty, The Queen, Queen Coronation, throne, palace, work, house of Windsor, crown, jewels</p> <p>Verbs: to reign, reigning, work</p> <p>Adjectives: gentle, gracious, faithful</p> <hr/> <p>French-Learn how to say your name</p>
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	by Sarah Ridley	<p><u>EAD</u> • Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p><u>Learning Question:</u> What was life like in a castle? How do kings and queens influence history? Who was Queen Elizabeth II and what did she do? What was the role of a king or queen? Who was Queen Elizabeth II and why is she important?</p> <p><u>Activities for children to undertake:</u></p> <ul style="list-style-type: none"> • Build models of castles using blocks or recycled materials. • Role-play scenarios involving kings, queens, knights, and castle life. • Create timelines of famous events from the past. • Learn and recite facts about Queen Elizabeth II. • Draw pictures of castles and royal family members. • Design crowns and other royal regalia. <p><u>Continuous Provision suggestions:</u> Castle-themed role-play area with costumes and props. Blocks and building materials for constructing castles. Historical books and pictures of famous kings, queens, and castles. Craft supplies for making crowns, shields, and banners.</p> <p><u>Art & DT-</u> Create models of castles using various materials. Design and make crowns, shields, and mediaeval banners. Paint or draw portraits of kings, queens, and famous historical figures.</p> <p><u>Parent Involvement:</u> Encourage parents to visit local castles or historical sites with their children. Home learning task- create a castle model using recycled materials</p>	
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<u>Sum 2</u> <u>7 Wks</u>	<u>Key themes</u>	<u>Curriculum outcomes</u>	
<u>Weeks 1 to 4</u> <u>Subject Domain:</u> Science <u>Key Concept to be developed:</u> Under the sea <u>ELG:</u>	Under the sea Divers Submarines Midnight Zone Coral Reef Marine animals Underwater robots <u>Key texts</u> "The Rainbow Fish" by Marcus Pfister "Commotion in the Ocean" by Giles Andreae "Flotsam" by David Wiesner "Manfish: A Story of Jacques Cousteau" by Jennifer Berne "Ocean Meets Sky" by Terry Fan and Eric Fan "The Big Book of the Blue" by	<p>PSED - • 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.</p> <p>• Form positive attachments to adults and friendships with peers.</p> <p>C&L • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>PD • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>• Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>L • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>• Read words consistent with their phonic knowledge by sound-blending.</p> <p>M • 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 • Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>UW • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>• 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.</p> <p>• 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.</p> <p>EAD • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>• Make use of props and materials when role playing characters in narratives and stories.</p> <p>• Sing a range of well-known nursery rhymes and songs.</p> <p>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<u>Key Vocabulary and questions</u> <hr/> Online Safety & Programming 2: Programming Bee-Bots Children learn about directions, experiment with programming bee-bots and explore hardware <hr/> French-Traditional French song Frère Jacques

	Yuval Zommer "Shark Lady" by Jess Keating "Julián Is a Mermaid" by Jessica Love	<p><u>Learning Question:</u></p> <p>What creatures live in the ocean? How do humans explore the underwater world?</p> <p><u>Activities for children to undertake:</u></p> <p>Create a coral reef diorama. Build and test model submarines.</p> <p><u>Continuous Provision suggestions:</u></p> <p>Water play area with marine animal toys. Submarine role play corner.</p> <p><u>Art & DT-</u></p> <p>Creating marine animal sculptures.</p> <p><u>Parent Involvement:</u></p> <p>Mastering Number morning RE Tales toolkit + religious stories Tales toolkit + religious stories</p> <ol style="list-style-type: none"> 1. The Lost Coin 2. The Lost Sheep 3. The Good Samaritan 4. The Good Shepherd 5. The bowl of milk and the Jasmine Flower 6. The Gift of Friendship 	
<u>Weeks</u> <u>4 to 7</u> <u>Subject</u> <u>Domai</u>	Summer Transition Graduation Goodbyes	<p><u>PSED</u></p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • 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. <p><u>C&L</u> • Offer explanations for why things might happen, making use of recently introduced</p>	<p><u>Key Vocabulary and questions</u></p> <p>Vocabulary: Orbit,</p>

<p><u>n:</u> Scienc e- Season s PSED- Transi tion</p> <p><u>Key</u> <u>Concep</u> <u>t to</u> <u>be</u> <u>develo</u> <u>p:</u> <u>Season</u> <u>al</u> <u>change</u> <u>s</u> <u>Transi</u> <u>tion</u></p> <p><u>ELG:</u> <u>Unders</u> <u>tandin</u> <u>g the</u> <u>World</u> <u>(The</u> <u>Natur</u> <u>al</u></p>	<p><u>Key texts</u></p> <p>"Big School" by Catherine and Laurence Anholt</p> <p>"Wemberly Worried" by Kevin Henkes</p> <p>"Llama Llama Misses Mama" by Anna Dewdney</p> <p>"The Invisible String" by Patrice Karst</p> <p>"First Day Jitters" by Julie Danneberg</p> <p>"The Koala</p>	<p>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.</p> <p><u>PD</u> • Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. <p><u>L</u> • Write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>M</u> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p><u>UW</u> • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> • 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. <p><u>EAD</u> • Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<p>Movement around the Sun, Summer, Autumn, Winter, Spring, Weather, changes, growth, past and present</p> <p>Question: What causes the different seasons on Earth?</p> <p>Vocabulary: Transition, Graduation, Goodbye.</p> <p>Questions: How do we feel about moving to a new class? What will we miss about our current class?</p> <hr/> <p>French- Traditional French song Frère Jacques</p>
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<u>World)</u>	Who Could" by Rachel Bright	<p>Teddy bear picnic</p> <p><u>Possible Visitors-</u> Transition with new teachers</p> <p><u>Continuous Provision suggestions:</u></p> <p>Transition stories and books.</p> <p>Role play area for graduation ceremony.</p> <p><u>Art & DT-</u></p> <p>Designing graduation hats and certificates.</p> <p><u>Parent Involvement:</u></p> <p>Carnival</p> <p>Teddy Bear Picnic</p> <p>Sports Day</p>	
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