


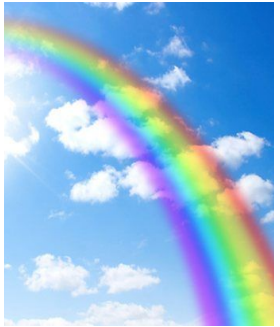


# Curriculum Overview: Early Years Foundation Stage

| Autumn Term 1   | Autumn Term 2   | Spring Term 1   | Spring Term 2   | Summer Term 1   | Summer Term 2   |
|---|---|---|---|---|---|
| <p><b>Starting School</b></p>  | <p><b>Why do squirrels hide their nuts?</b></p>  | <p><b>People who help us</b></p>    | <p><b>Will you read me a story?</b></p>      | <p><b>Do cows drink milk?</b></p>  | <p><b>Why are carrots orange?</b></p>    |
| <p><b>Look at me!</b></p>     | <p><b>Colour and light</b></p>                  | <p><b>Can I switch it on?</b></p>  | <p><b>Why do ladybirds have spots?</b></p>  | <p><b>My town</b></p>             | <p><b>Are we nearly there yet?</b></p>  |

Throughout the curriculum, we find as many opportunities as possible to teaching the following:

E-safety                      Safeguarding                      Anti-bullying                      British Values                      Global Citizenship

Spiritual Development                      Social Development                      Moral Development                      Cultural Development

These symbols appear under ‘important links’ if the area is specifically addressed through a learning experience in that topic.

| Look at me - A focus on settling into School, new routines, sharing about ourselves, our families                                       |  |  |  |   |  |
|---|--|--|--|---|--|
| Personal, social and emotional development  |  |  | Communication and language   |   |  |
| Self-confidence and self-awareness  | Managing feelings and behaviour  | Making relationships   | Listening and attention  | Understanding   | Speaking   |
| Confident to speak to others to express own needs, wants and interests<br>Can describe self in positive terms and talk about abilities. | Our school learning charter<br>Aware of the boundaries set and of behavioural expectations in class.                               | Initiates conversation with others<br>Begin to identify friends - rainbow fish activity. | Establishing classroom routines, boundaries and expectations<br>Join in for key group activities<br>Respond to instruction |   | Growing Vocabulary as experience of school widens<br>Use imaginative language2   |
| Physical Development  |  | Literacy   |  | Mathematics   |  |
| Moving and handling   | Health and self-care   | Reading  | Writing  | Numbers   | Shape, space & measures  |
| Understand how to keep safe in a new environment<br>How to transport and store equipment safely   | Sharing mealtimes. Good idea of what contributes to good health<br>Cooking activities using apples collected from the school tree. | Discovering the library<br>Explore Class book area<br>Listen to stories                  | Mark making to label own work/communicate<br>Drawing and writing about ourselves, our families, growing up, our senses.    | Recognise numerals of personal significance ie age. <del>10</del> <del>11</del> <del>12</del><br>Create a class number line | Use everyday language related to time<br>Orders and sequences<br>familiar events |
| Understanding of the world  |  |  | Expressive arts and design   |   | Trips  |
| People and communities  | The world  | Technology   | Exploring and using media and materials  | Being imaginative   | Visits around school.  |
| Who is who in school?<br>Joining in with family customs and routines  | Finding my way around the school and class   | Investigates computers<br>Design a picture using a                                       | Learn some/bring some songs and dances we know   | Enjoy role play area<br>Introduce a narrative into play   |  |

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| RE: What makes us special?<br>Elmer the elephant activity |  | simple program. | Start music classes.<br>Investigate design area |  |  |
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| <b>Characteristics of Effective Learning</b> |  |  |  |  |  |
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|------------------------------|------------------------|--|---|--|--|
| <b>Playing and Exploring</b> | <b>Active Learning</b> |  | <b>Creating and thinking critically</b> |  |  |
|------------------------------|------------------------|--|---|--|--|

**Why do squirrels hide their nuts? A focus on the Season of Autumn, Autumn festivals**

| Why do squirrels hide their nuts? A focus on the Season of Autumn, Autumn festivals      |  |   |   |   |  |
|--|--|---|---|---|--|
| Personal, social and emotional development   |  |   | Communication and language  |   |  |
| Self-confidence and self-awareness   | Managing feelings and behaviour  | Making relationships  | Listening and attention   | Understanding   | Speaking   |
| Confident to share own interests and opinions  | Importance of being thoughtful, kind and caring  | Recognise family units and roles within it<br>Work as part of the class group | Follow instruction, direction from adult  | Act upon adult direction. Begin to understand how and why questions                                       | Extend Vocabulary by grouping and naming<br>Uses talk to organise thought and ideas.                     |
| Physical Development   |  | Literacy  |   | Mathematics   |  |
| Moving and handling  | Health and self-care   | Reading   | Writing   | Numbers   | Shape, space & measures  |
| Develop good control and coordination in large movements                                 | Making winter soup<br>Be aware of good hygiene<br>Try new foods                          | Explore a variety of Seasonal books eg John Burningham Seasons, Alfie's Boots | Give meanings to marks they make  | Counting objects both moveable and fixed<br>Selects numeral to represent objects<br>Estimation, more less | Patterning opportunities<br>Order and sequence<br>Shape recognition<br>Language related to time:seasonal |
| Understanding of the world   |  |   | Expressive arts and design  |   | Important Links  |
| People and communities   | The world  | Technology  | Exploring and using media and materials   | Being imaginative   | An Autumn Wood walk  |
| Begin to Recognise special times eg Harvest Festival<br>RE: Why do we have celebrations? | Show care and concern for living things and the environment. An autumn walk in the woods | Interact with age appropriate computer software.                              | Combine different media to create new effects. Observing changing colours, collecting evidence of autumn, creating displays and collages<br>Choosing colours for a particular purpose |   |  |
| Characteristics of Effective Learning  |  |   |   |   |  |
| Playing and Exploring  |  | Active Learning   |   | Creating and thinking critically  |  |

**Colour and Light - an Exploration of Colours, mixing colour, light and dark, and all the sparkle of Christmas!**

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|--|--|--|--|---|--|---|--|--|--|---|--|------------------------|--|
| <b>Personal, social and emotional development</b>  |  |  |  |   |  | <b>Communication and language</b>                                 |  |  |  |   |  |                        |  |
| <b>Self-confidence and self-awareness</b>  |  | <b>Managing feelings and behaviour</b>                         |  | <b>Making relationships</b>   |  | <b>Listening and attention</b>                                    |  | <b>Understanding</b>   |  | <b>Speaking</b>                                       |  |                        |  |
| Share own feelings in different contexts eg. nighttime   |  | Understand own actions affect others                           |  | Initiates conversations, attends to and takes account of what others say.       |  | Begin to listen attentively in a range of situations              |  | Begin to listen and respond to ideas expressed by others                       |  | Extend Vocabulary                                     |  |                        |  |
| <b>Physical Development</b>  |  |  |  | <b>Literacy</b>   |  |   |  | <b>Mathematics</b>   |  |   |  |                        |  |
| <b>Moving and handling</b>   |  | <b>Health and self-care</b>                                    |  | <b>Reading</b>  |  | <b>Writing</b>  |  | <b>Numbers</b>   |  | <b>Shape, space &amp; measures</b>                    |  |                        |  |
| Uses simple tools to effect changes eg in the dark room  |  | Night and day routines, managing personal care                 |  | Can't you sleep little bear<br>Rainbow fish<br>Begin to links sounds to letters |  | Begins to hear and say initial sounds in words<br>Writes own name |  | Sorting, grouping opportunities<br>Counting objects of different materials     |  | Begin to name shapes, order by category               |  |                        |  |
| <b>Understanding of the world</b>  |  |  |  |   |  | <b>Expressive arts and design</b>                                 |  |  |  |   |  | <b>Important Links</b> |  |
| <b>People and communities</b>  |  | <b>The world</b>   |  | <b>Technology</b>   |  | <b>Exploring and using media and materials</b>                    |  | <b>Being imaginative</b>   |  | Nativity Performance<br>Visit a Church for Christmas. |  |                        |  |
| RE: Recognise and describe special times.<br>What makes a place special?<br>Why are stories special? |  | Look closely at similarities, differences, patterns and change |  | Lightbox Activities<br>Dark room, torches etc                                   |  | Collages involving coloured materials, colour mixing,             |  | Choosing colours for a purpose.<br>Play alongside others engaged in same theme |  |   |  |                        |  |
| <b>Characteristics of Effective Learning</b>   |  |  |  |   |  |   |  |  |  |   |  |                        |  |
| <b>Playing and Exploring</b>   |  |  |  | <b>Active Learning</b>  |  |   |  | <b>Creating and thinking critically</b>  |  |   |  |                        |  |

**People who help us- A focus on keeping safe, important people and their roles**

| People who help us- A focus on keeping safe, important people and their roles  |   |   |  |   |   |
|--|---|---|--|---|---|
| Personal, social and emotional development   |   |   | Communication and language   |   |   |
| Self-confidence and self-awareness   | Managing feelings and behaviour   | Making relationships  | Listening and attention  | Understanding   | Speaking  |
| They say when they do or don't need help. Shows confidence in asking adults for help.  | They work as part of a group or class, and understand and follow the rules  | form positive relationships with adults and other children.   | Initiates conversations, attends to and takes account of what others say.  | Explains own knowledge and understanding, and asks appropriate questions of others.   | They develop their own narratives and explanations by connecting ideas or events.   |
| Physical Development   |   | Literacy  |  | Mathematics   |   |
| Moving and handling  | Health and self-care  | Reading   | Writing  | Numbers   | Shape, space & measures   |
|  | Children can talk about ways to keep healthy and safe. They manage their own ... personal needs successfully.   | Sharing stories of getting lost. Children demonstrate understanding when talking with others about what they have read. | Meet people who help us, write about their roles   |   |   |
| Understanding of the world   |   |   | Expressive arts and design   |   | Important Links   |
| People and communities   | The world   | Technology  | Exploring and using media and materials  | Being imaginative   | Organise people who help us to come and visit and talk about their roles.<br>Eg police woman, policeman, our school caretaker, a nurse, the school cook, the school secretary, a lunchtime supervisor |
| Children talk about past and present events in their own lives and in the lives of family members. Invite people with special roles to visit us. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | Children recognise that a range of technology is used in places such as homes and schools.                              | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |   |
| Characteristics of Effective Learning  |   |   |  |   |   |

|                              |                        |   |
|------------------------------|------------------------|---|
| <b>Playing and Exploring</b> | <b>Active Learning</b> | <b>Creating and thinking critically</b> |
|------------------------------|------------------------|---|

**Can I switch it on? A technology focus, using programmable toys, making things that move**

| <b>Personal, social and emotional development</b>   |   |  | <b>Communication and language</b>   |  |  |
|---|---|--|---|--|--|
| <b>Self-confidence and self-awareness</b>   | <b>Managing feelings and behaviour</b>                                      | <b>Making relationships</b>  | <b>Listening and attention</b>  | <b>Understanding</b>   | <b>Speaking</b>  |
| Children are confident to try new activities and will choose the resources they need for their chosen activities. | They work as part of a group or class, and understand and follow the rules. | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. | They give their attention to what others say and respond appropriately, while engaged in another activity                                     | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | They develop their own narratives and explanations by connecting ideas or events.  |
| <b>Physical Development</b>   |   | <b>Literacy</b>  |   | <b>Mathematics</b>   |  |
| <b>Moving and handling</b>  | <b>Health and self-care</b>   | <b>Reading</b>   | <b>Writing</b>  | <b>Numbers</b>   | <b>Shape, space &amp; measures</b>   |
| They handle equipment and tools effectively, including pencils for writing.                                       | Children talk about ways to keep healthy and safe.                          | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.       | They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Children count reliably with numbers from one to 20. Place numbers in order. Say which number is one more or one less than a given number.                           | Children use everyday language to talk about position to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |

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|---|---|---|---|---|------------------------|
|   |   |   |   |   |                        |
| <b>Understanding of the world</b>   |   |   | <b>Expressive arts and design</b>   |   | <b>Important Links</b> |
| <b>People and communities</b>   | <b>The world</b>  | <b>Technology</b>   | <b>Exploring and using media and materials</b>  | <b>Being imaginative</b>  |                        |
| <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>RE What makes me special?</p> <p>'xñ by' xñ y(xnd'y)MZX</p> <p>Why do we have celebrations?</p> <p>@nyZA ZYM 'NYZX</p> | <p>They talk about the features of their own immediate environment and how environments might vary from one another</p> | <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> |                        |
| <b>Characteristics of Effective Learning</b>  |   |   |   |   |                        |
| <b>Playing and Exploring</b>  |   | <b>Active Learning</b>  |   | <b>Creating and thinking critically</b>   |                        |



**Will you read me a story? A literacy focus, stories, songs, poems and drama!**

| <b>Personal, social and emotional development</b>   |  |  |   |  |  | <b>Communication and language</b>  |  |  |   |  |  |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|---|--|--|--|--|--|--|--|--|
| <b>Self-confidence and self-awareness</b>   |  |  | <b>Managing feelings and behaviour</b>  |  |  | <b>Making relationships</b>  |  |  | <b>Listening and attention</b>  |  |  | <b>Understanding</b>   |  |  | <b>Speaking</b>  |  |  |
| <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> |  |  | <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> |  |  | <p>They take account of one another's ideas about how to organise their activity.</p>  |  |  | <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p> |  |  | <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>  |  |  | <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>           |  |  |
| <b>Physical Development</b>   |  |  |   |  |  | <b>Literacy</b>  |  |  |   |  |  | <b>Mathematics</b>   |  |  |  |  |  |
| <b>Moving and handling</b>  |  |  | <b>Health and self-care</b>   |  |  | <b>Reading</b>   |  |  | <b>Writing</b>  |  |  | <b>Numbers</b>   |  |  | <b>Shape, space &amp; measures</b>   |  |  |
| <p>They handle equipment and tools effectively, including pencils for writing.</p>  |  |  |   |  |  | <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> |  |  | <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>                 |  |  | <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling,</p> |  |  | <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to</p> |  |  |

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|   |  |   |   | halving and sharing.   | describe them.         |
| <b>Understanding of the world</b>   |  |   | <b>Expressive arts and design</b>   |  | <b>Important Links</b> |
| <b>People and communities</b>   | <b>The world</b>   | <b>Technology</b>   | <b>Exploring and using media and materials</b>  | <b>Being imaginative</b>   | Book Week              |
| <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>RE Why are stories special?</p> <p><i>@k ZUrn yNz yZUj/n</i><br/> <i>Xo ZD { uZnjZS</i><br/> <i>UbjZSnAS&gt;   xNI</i><br/> <i>HaVik NZyrk Zlab</i><br/> <i>yZUjZ</i></p> | <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |                        |
| <b>Characteristics of Effective Learning</b>  |  |   |   |  |                        |
| <b>Playing and Exploring</b>  |  | <b>Active Learning</b>  |   | <b>Creating and thinking critically</b>  |                        |

Why do ladybirds have spots? A look at minibeasts, local environments and lifecycles.

| Personal, social and emotional development  |  |  |  |  |  | Communication and language   |  |  |  |  |  |  |  |  |   |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|
| Self-confidence and self-awareness  |  |  | Managing feelings and behaviour  |  |  | Making relationships   |  |  | Listening and attention  |  |  | Understanding  |  |  | Speaking  |  |  |
| Children are confident to try new activities, and say why they like some activities more than others. |  |  | They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride |  |  | They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. |  |  | Children listen attentively in a range of situations.  |  |  | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   |  |  | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |  |  |
| Physical Development  |  |  |  |  |  | Literacy   |  |  |  |  |  | Mathematics  |  |  |   |  |  |
| Moving and handling   |  |  | Health and self-care   |  |  | Reading  |  |  | Writing  |  |  | Numbers  |  |  | Shape, space & measures   |  |  |
| They handle equipment and tools effectively, including pencils for writing.                           |  |  | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.   |  |  | They demonstrate understanding when talking with others about what they have read.                                   |  |  | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. |  |  | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |  |  | They explore characteristics of everyday objects and shapes and use mathematical language to describe them.   |  |  |

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|---|---|--|--|--|---|
|   |   |  |  |  |   |
| <b>Understanding of the world</b>   |   |  | <b>Expressive arts and design</b>  |  | <b>Important Links</b>                          |
| <b>People and communities</b>   | <b>The world</b>  | <b>Technology</b>  | <b>Exploring and using media and materials</b>   | <b>Being imaginative</b>   | Life Cycles, chicks and eggs, Easter, New Life. |
| Children talk about past and present events in their own lives and in the lives of family members.<br>RE: Why should we care for the world around us? | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories |   |
| <b>Characteristics of Effective Learning</b>  |   |  |  |  |   |
| <b>Playing and Exploring</b>  |   | <b>Active Learning</b>   |  | <b>Creating and thinking critically</b>  |   |

Do cows drink milk? A focus on new life and animal growth

| Do cows drink milk? A focus on new life and animal growth  |   |   |  |  |  |
|--|---|---|--|--|--|
| Personal, social and emotional development   |   |   | Communication and language   |  |  |
| Self-confidence and self-awareness   | Managing feelings and behaviour   | Making relationships  | Listening and attention  | Understanding  | Speaking   |
| Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group,   | They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children      | Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity  | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.                          |
| Physical Development   |   | Literacy  |  | Mathematics  |  |
| Moving and handling  | Health and self-care  | Reading   | Writing  | Numbers  | Shape, space & measures  |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |

| Understanding of the world  |  |   | Expressive arts and design  |  | Important Links                          |
|---|--|---|---|--|--|
| People and communities  | The world  | Technology  | Exploring and using media and materials   | Being imaginative  | Farm Visit<br>Hatching of Eggs in School |
| <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>RE Why should we care for the world around us?</p> <p><i>Hat,, Zyan jXjmi MZx n/ x,, njx<sup>e</sup> AaM/rk Z' uZnjZUjz/z{aM(CnX VZVZX{aZ,, njx<sup>e</sup></i></p> | <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |  |
| <b>Characteristics of Effective Learning</b>  |  |   |   |  |  |
| <b>Playing and Exploring</b>  |  | <b>Active Learning</b>  |   | <b>Creating and thinking critically</b>  |  |

**My town - a focus on our locality, transport, shops, our school.**

| <b>Personal, social and emotional development</b>  |  |  |  |  |  | <b>Communication and language</b>   |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|
| <b>Self-confidence and self-awareness</b>  |  |  | <b>Managing feelings and behaviour</b>   |  |  | <b>Making relationships</b>   |  |  | <b>Listening and attention</b>   |  |  | <b>Understanding</b>   |  |  | <b>Speaking</b>  |  |  |
| Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group,   |  |  | They work as part of a group or class, and understand and follow the rules.  |  |  | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children      |  |  | Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity  |  |  | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   |  |  | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.                          |  |  |
| <b>Physical Development</b>  |  |  |  |  |  | <b>Literacy</b>   |  |  |  |  |  | <b>Mathematics</b>   |  |  |  |  |  |
| <b>Moving and handling</b>   |  |  | <b>Health and self-care</b>  |  |  | <b>Reading</b>  |  |  | <b>Writing</b>   |  |  | <b>Numbers</b>   |  |  | <b>Shape, space &amp; measures</b>   |  |  |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |  |  | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. |  |  | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. |  |  | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |  |  | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |  |  | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |  |  |

| Understanding of the world  |   |  | Expressive arts and design   |   | Important Links     |
|---|---|--|--|---|---------------------|
| <b>People and communities</b>   | <b>The world</b>  | <b>Technology</b>  | <b>Exploring and using media and materials</b>   | <b>Being imaginative</b>  | Visit into our Town |
| Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They talk about ways to keep healthy and safe | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |                     |
| <b>Characteristics of Effective Learning</b>  |   |  |  |   |                     |
| <b>Playing and Exploring</b>  |   | <b>Active Learning</b>   |  | <b>Creating and thinking critically</b>   |                     |



Why are carrots orange? A focus on plant growth, planting, growing and picking crops

| Personal, social and emotional development   |  |   |  |   |  | Communication and language   |  |  |  |  |  |
|--|--|---|--|---|--|--|--|--|--|--|--|
| Self-confidence and self-awareness   |  | Managing feelings and behaviour   |  | Making relationships  |  | Listening and attention  |  | Understanding  |  | Speaking   |  |
| Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group,   |  | They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |  | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children      |  | Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity  |  | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   |  | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.                          |  |
| Physical Development   |  |   |  | Literacy  |  |  |  | Mathematics  |  |  |  |
| Moving and handling  |  | Health and self-care  |  | Reading   |  | Writing  |  | Numbers  |  | Shape, space & measures  |  |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |  | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  |  | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. |  | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |  | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |  | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |  |

| Understanding of the world  |   |  | Expressive arts and design   |   | Important Links  |
|---|---|--|--|---|--|
| People and communities  | The world   | Technology   | Exploring and using media and materials  | Being imaginative   | Visit to Garsons Pick Your own Vegetable and fruit Farm. |
| Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |  |
| Characteristics of Effective Learning   |   |  |  |   |  |
| Playing and Exploring   |   | Active Learning  |  | Creating and thinking critically  |  |

**Are we nearly there yet? A focus on Journeys, different modes of transport, the seaside!**

| Personal, social and emotional development   |  |   | Communication and language   |   |   |
|--|--|---|--|---|---|
| Self-confidence and self-awareness   | Managing feelings and behaviour  | Making relationships  | Listening and attention  | Understanding   | Speaking  |
| Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group,   | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children      | Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity  | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.  | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.           |
| Physical Development   |  | Literacy  |  | Mathematics   |   |
| Moving and handling  | Health and self-care   | Reading   | Writing  | Numbers   | Shape, space & measures   |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to |

|  |   |  |  |   |                                     |
|--|---|--|--|---|-------------------------------------|
|  |   |  |  | halving and sharing.  | describe them.                      |
| <b>Understanding of the world</b>  |   |  | <b>Expressive arts and design</b>  |   | <b>Important Links</b>              |
| <b>People and communities</b>  | <b>The world</b>  | <b>Technology</b>  | <b>Exploring and using media and materials</b>   | <b>Being imaginative</b>  | Visit to the Beach with the school. |
| Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They talk about ways to keep healthy and safe<br>RE: What makes a place special? | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |                                     |
| <b>Characteristics of Effective Learning</b>   |   |  |  |   |                                     |
| <b>Playing and Exploring</b>   |   | <b>Active Learning</b>   |  | <b>Creating and thinking critically</b>   |                                     |