

Year Group	FS	Teacher(s)	D Corcoran & J Timmins
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Nursery Rhymes / Harvest	Celebrations / All About Me	Traditional Tales	Growing in the Garden	Dinosaurs	Into the Woods
Weekly Themes	1. Settling In 2. Settling In 3. Incy Wincy Spider 4. The Grand Old Duke of York 5. Humpty Dumpty 6. Oats and Beans and Barley Grow 7. Dingle Dangle Scarecrow	1. Halloween 2. Bonfire Night 3. Diwali 14 <sup>th</sup> Nov 4. My Family 5. My Body 6. My Senses 7. Winter 8. Christmas	1. Little Red Riding Hood 2. Goldilocks 3. Rapunzel 4. The Frog Prince 5. Snow White	6. Beauty and the Beast 7. Hansel and Gretel 1. SEASONS 2. How to Grow a Sunflower 4. Oliver's Vegetables 3. The Little Red Hen 5. The Hungry Caterpillar	1. What is a Dinosaur 2. What DO Dinosaurs... 3. Dinosaurs in Schoo 6. If the Dinosaurs Came Back 5. The Little Green Dinosaur	1. The Gruffalo* 2. We're Going on a Bear Hunt* 3. Owl Babies* 4. Transition Activities 5. Transition Activities
			Rhymes / Songs <sup>o</sup> Books* Talk for Writing Texts <sup>+</sup>			
Communication and Language  Listening, Attention and Understanding  Speaking	<ul style="list-style-type: none"> <li>Communication Cookbook Activities</li> <li>Daily C&amp;L topic-based sessions</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Daily C&amp;L topic-based sessions</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; 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<b>Personal, Social and Emotional Development</b>  Self-Regulation  Managing Self  Building Relationships	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>
	Jigsaw PSHE – Being me in my world <ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	Jigsaw PSHE – Celebrating Difference <ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	Jigsaw PSHE – Dreams and Goals <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	Jigsaw PSHE – Healthy Me <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	Jigsaw PSHE – Relationships <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	Jigsaw PSHE – Changing Me <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Get Set 4 PE Units</b>						
<b>Physical Development</b>  Gross Motor Skills  Fins Motor Skills	- Introduction to PE: Unit 1 - Fundamentals: Unit 1	- Fundamental: Unit 2 - Gymnastics: Unit 1	- Dance: Unit 1 - Ball Skills: Unit 1	- Games: Unit 1 - Ball Skills: Unit 2	- Dance: Unit 1 - Balance Bikes	- Gymnastics: Unit 2 - Games: Unit 2
	<b>Physical Development</b> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - 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. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <b>Expressive Arts and Design</b> - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.					
<b>Literacy</b>  Comprehension  Word Reading  Writing	<ul style="list-style-type: none"> <li>Pre-Phonic Skills</li> <li>Introduction of Reading Incentive Scheme (Flying High with the Owls)</li> <li>Singing, chanting, rhyming and oral patterns</li> <li>Begin RML Set 1 Phonics</li> </ul>	<ul style="list-style-type: none"> <li>RML Set 1 Phonics</li> <li>RML Reading Scheme</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>RML Set 2 Phonics</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</li> </ul>	<ul style="list-style-type: none"> <li>RML Set 2 Phonics</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>RML Set 2 Phonics</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</li> </ul>	<ul style="list-style-type: none"> <li>RML Set 2 Phonics</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</li> </ul>

		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter–sound correspondences using a capital letter and full stop.</li> </ul>	<p>necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter–sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>
<i>Reading Curriculum</i>	<p><b>Word reading and Wider Decoding Skills</b> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>- that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>- to use phonic knowledge to decode regular words and read them aloud accurately</li> <li>- to read some common irregular words</li> <li>- to read and understand simple sentences</li> </ul> <p><b>Comprehension Strategies and Response to Text</b> Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> <li>- listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>- begin to join in with particular words and phrases</li> <li>- demonstrate understanding when talking with others about what they have read</li> <li>- use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>- answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> <li>- know that information can be retrieved from books and computers</li> </ul>					
<b>Mathematics</b>	<b>Objectives from White Rose Maths Units:</b>	<b>Objectives from White Rose Maths Units:</b>	<b>Objectives from White Rose Maths Units:</b>	<b>Objectives from White Rose Maths Units:</b>	<b>Objectives from White Rose Maths Units:</b>	<b>Objectives from White Rose Maths Units:</b>
Number	Getting to Know You; Just Like Me	It’s Me 1, 2, 3! Representing and Comparing 1, 2, 3; Composition of 1, 2, 3; Circles and Triangles; Positional Language.	Alive in 5! Growing 6, 7, 8	Building 9 and 10	On the Move Superhero to 20 and beyond	First then Now Find my Pattern
Numerical Patterns	Number songs, rhymes and games.	Light and Dark			First then Now	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside (Early phonic / sound awareness skills)</li> <li>Recognise some environments that are different to the one in which they live (School life and environments)</li> <li>Understand the effect of changing seasons on the natural world around them (signs of Autumn)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Learning about:             <ul style="list-style-type: none"> <li>o Christmas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>
Past and Present						
People, Culture and Communities						
The Natural World						

		<ul style="list-style-type: none"> <li>○ Halloween</li> <li>○ Bonfire Night</li> <li>○ Diwali</li> <li>○ Families</li> <li>○ Our bodies</li> <li>○ Our senses</li> </ul>				
<b>Geography Curriculum</b>	<b>Environment</b> - Talk about where they live – England, Leicestershire, Melton Mowbray. - Talk about their homes and families - Begin naming features of the local environment – school, home, house, road, park		<b>Environment</b> - Make observations of the local environment. - Explain why some things occur and talk about change in the environment.  <b>Seasons</b> <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</li> </ul>		<b>Environment</b> - Recognise some environments that are different to the one in which they live. - Begin to consider how the environment & living things are influenced by human activity.  <b>Maps</b> - Make attempts to draw simple features in their familiar environment and imaginary places - Make attempts at drawing a map of a familiar or imaginary place	
<b>History Curriculum</b>	- To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To know about similarities and differences between themselves and others, and among families, communities and traditions. - To show interest in different occupations and ways of life.		- To talk about why things happen and how things work - To develop an understanding of growth, decay and changes over time. - To show interest in different occupations and ways of life. - Use stories to encourage children to distinguish between fact and fiction		- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about the features of their own immediate environment and how environments might vary from one another. - Use stories to encourage children to distinguish between fact and fiction	
<b>RE Curriculum (SACRE)</b>	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?
<b>Computing Curriculum</b>	<b>Technology</b> is no longer an area of learning and development in the Revised EYFS Curriculum. There is, however, a non-statutory expectation for technology to be taught in some capacity. We make use of PurpleMash resources, with children able to access MiniMash to support their development of computing skills. The children have access to other technology within our provision, such as voice recorders, cameras, tablets and beebots.					
<b>Expressive Arts and Design</b>  Creating with Materials  Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>
<b>Art Curriculum</b>	<b>Drawing</b> - I can try different pressures with my pencil. - I can try different lines. - I can draw in response to feelings, imagination, memory, and observation. - I can experiment freely with different drawing tools. - I can draw on a variety of papers and surfaces  <i>Artists and Ideas</i> - L.S Lowry - Stick man crown scenes.		<b>Print Making</b> - I can make simple blocks using small objects. - I can make simple mono prints. - I can add print to painting. - I can print with hands/ fingers/ vegetables. - I can use a variety of found objects to explore printing. - I can print to make images.  <i>Artists and Ideas</i> - Andy Warhol- Flowers Leaf printing		<b>Painting</b> - I can paint from observation and imagination. - I can mix powder to different consistencies. - Use a variety of tools to apply paint. - I can mix secondary colours green, purple and orange. - I can play freely and explore paint. - I can mix primary colours and experiment with colour mixing.  <i>Artists and Ideas</i> - Keith Haring - Matisse - Chris Ofili - Wayne Theibaud	

*Music Curriculum***Controlling sounds through singing and playing (performing)**

- Use voices in different ways such as singing, speaking and chanting
- Enjoy singing, playing, trying out and changing sounds; explore sounds and music through play.
- Follow instructions on when to sing or play an instrument
- Show awareness of the audience when performing

**Creating and developing musical ideas (composing)**

- Know about and experiment with different sounds (high and low, fast and slow, loud and quiet and different sound qualities)
- Clap short, rhythmic patterns
- Explore musical repetition
- Make physical movements that represent sounds (e.g. move like a snake, grow like a tree) in response to music
- Create music, and suggest symbols to represent sounds (e.g. a large foot for Daddy Bear, small foot)

**Responding and reviewing (appraising)**

- Respond to simple musical instructions and actions
- Take note of others when performing

**Listening and applying knowledge and understanding**

- Listen to a short, simple piece of music and explain when they may hear it (wedding march or bedtime lullaby)
- Choose sounds to represent what they can hear and see (thunder, sea)