

	Module One	Module Two	Module Three	Module Four	Module Five	Module Six
Transdisciplinary Theme	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Wow! Moments/ Enrichment Events	Autumn Trail Remembrance Day Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents. Darren Khalis-famous athlete	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hanukkah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Story Telling Week Mental health week Valentine's Day Internet Safety Day Weather experiments Weather Forecast videos	Walk to the park / Picnic Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Science Week Eater Egg Hunt Bulgarian celebration. Baba Marta, Grandmother March 1st	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Farm trip walk to local shop queens birthday Queens platinum jubilee	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Recycling Father's Day Healthy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park Global warming
Communication and Language-Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time	Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Sharing facts about me! Rhyming and alliteration Familiar Print What are your passions / goals / dreams? Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories and Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story	Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Personal social and emotional development- Managing Self Self - Regulation Link to Behaviour for Learning	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Looking After our Planet Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Physical Development Fine motor –Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials with increasing control Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Physical Development GROSS MOTOR -Weekly PE Lesson and yoga session	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance
<p><i>From Development Matters 20:</i></p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>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.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p>All these skills will be revisited each term.</p>						

<p>Literacy-Comprehension Children will visit the library weekly Developing a passion for reading</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story - Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus: Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story - it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
<p>Literacy-Word Reading Daily whole class phonics lesson using Phonics International</p>	<p>Phonic Sounds: Unit 1 a t i p n c k e h r Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Unit 2a d g o u l i f f s s b j y Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell</p>	<p>Phonic Sounds: Unit 2b a i y w o a o w i e i g h l e o a e i o u y Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as, 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'stom', 'night'.</p>	<p>Phonic Sounds: Unit 3 ee or z z wh ea ee se ze aw Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: Unit 4 ng nk v ve oo oo y ey x ch sh th ph Reading: Non-fiction texts, internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RECAP/ consolidate Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
<p>Literacy-Writing Texts may change due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus: Nursery Rhymes Label characters Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: Sequence the story Speech bubbles The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster to catch the troll Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Texts as a Stimulus: CVC words / simple sentence writing using high frequency words Labels and simple captions Mini beasts – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus: 3 little pigs- speech bubbles, writing a plan, labelling Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story, Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Texts as a Stimulus: Write a postcard / diary writing My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.</p>
<p>Maths</p>	<p>Early Mathematical Experiences Counting rhymes and songs key times of the day, routines Classifying objects based on one attribute -Matching equal and unequal sets -Comparing objects and sets. Substating. -Ordering objects and sets / introduce manipulatives. Number recognition. compare size, mass, and capacity. Explore pattern</p>	<p>Numbers within Count up to five objects. -One more or one fewer -Order numbers 1 – 5 -Conservation of numbers within five Addition and subtraction within 5 Explore addition and subtraction Measures Describe, and sort 2-D shapes -Describe position accurately Calendar and time positional language</p>	<p>Introduce 0 compare numbers to 5 up to 5 Introduce 6,7,8 making pairs compare mass and capacity length height and time Days of the week, seasons -Sequence daily events</p>	<p>Building 9 and 10 counting and comparing numbers up to 10 to 10 Describe and sort 2-D and 3-D shapes -Recognise, complete and create patterns awareness Patterns</p>	<p>Addition and subtraction within 20 Commutativity -Explore addition and subtraction -Compare two amounts -Relationship between doubling and halving Spatial reasoning-match rotate and manipulate compose and decompose</p>	<p>Explore numbers and strategies -Recognise and extend patterns Deepening understanding -Apply number, shape and measures knowledge -Count forwards and backwards Doubling and halving odd and even Numbers beyond 20 One more one less -Estimate and count -Grouping and sharing spatial reasoning- visualise and build, mapping</p>
<p>Understanding the World and RE-children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. use senses to investigate Look at similarities, differences, patterns and Change Use ICT to support learning Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Past and present- Know about own and others' cultures Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Use ICT to support learning Diwali Hanukkah Christmas</p>	<p>Ask why things happen and how things work cycles and patterns day and night Light and dark Seasons and weather Use ICT to support learning Nocturnal Animals Making sense of different environments and habitats Freezing and melting Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>Look at similarities, differences, patterns and change Materials Ask why things happen and how things work Use ICT to support learning Floating and Sinking Life cycle of a caterpillar growing a bean plant Holi Palm Sunday Passover Easter Start of Ramadan.</p>	<p>Build and construct and adapt work Select tools and techniques Ask why things happen and how things work animals and their habitats Recycling Eid Shavuot</p>	<p>Identify features in the natural world Find out about Local environment Farm to fork cooking and experimenting Summer Solstice Global warming</p>
<p>Expressive arts and design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school/parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and</p>	<p>Join in with songs; beginning to mix colours. Join in with role play games and use resources available for props: build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Finger printing seasonal trees</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p>	<p>Learn a traditional songs and dances and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Craft</p>
<p>Parent engagement</p>	<p>Staggered Start Home visits / Parents Evening Harvest Assembly Home / School Agreement Phonics workshop Fabulous finish</p>	<p>Nativity Maths workshop Parents Evening Book at Bedtime</p>	<p>Share a story Stay and Read morning</p>	<p>Parents Evening Art workshop / Gallery Share a story</p>	<p>Share a story Maths Morning – Look how far we have come!</p>	<p>Share a story Parents Evening EVFS Summer family Picnic</p>