

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Me and My Family</b></p> <p><b>Signs Of Autumn &amp; Harvest</b></p>	<p><b>Past &amp; Present (Then &amp; Now)</b></p> <p><b>Christmas</b></p>	<p><b>Celebrate Around the World</b></p> <p><b>Signs of Spring</b></p>	<p><b>Traditional Tales</b></p> <p><b>Easter</b></p>	<p><b>Plants &amp; Bugs</b></p> <p><b>Signs Of Summer</b></p>	<p><b>Summer Sports/Keeping healthy</b></p> <p><b>Famous People artist/author sport person focus?</b></p>
<b>Key Dates</b>	24 Oct: Divali Harvest	5 Nov: Guy Fawkes 11 Nov: Remembrance Day 7 Dec: Hanukkah Christmas including Nativity	1 Jan: New Year Sunday 22nd Jan: Chinese New Year 14 Feb: Valentine's Day 21 Feb: Pancake day	2 Mar: World Book Day 8th Mar: Holi 19 Mar: Mother's day Easter		19 June: Father's Day Sports Day
<i>Whole School Theme</i>	<i>History</i>		<i>Geography</i>		<i>Art &amp; DT</i>	
<b>Keevil Characteristics</b>	<b>Communication</b>	<b>Resilience</b>	<b>Learning</b>	<b>Problem solving</b>	<b>Teamwork</b>	<b>Diligence</b>
<b>Key Texts</b>	<p>Family &amp; Feelings Themes Jill Murphy - The Large family books Sophy Henn - Pom Pom books/Almost Anything/Super Duper me Jez Aldborough - It's a bear books Rebecca Patterson - My Big Shouting Day Anna Llenas – The Colour monster Nadia Shiereen- Bumble Bear Autumn Themes Nick Sharratt - Shark in the park on a windy day /What in the witches kitchen/foggy Foggy night Kazuno Kohara - The Hunted House Oliver Jeffers - There's a ghost in this house Julia Rawlinson – Fletcher and the falling leaves Rosie Wellesley – The very Helpful Hedgehog Jan Pienkowski – Meg &amp; Mog books</p>	<p>Jill Tomlinson – The owl who was afraid of the dark Martin Waddle – Owl babies/Little Bear books/Room for a little one Christmas Tim Hopgood - It was a cold dark night/wow said the owl/Walters wonderful Web Nick Inkpen – Percy Park books/Kippers Christmas Eve Judith Kerr – Mogs's Christmas Mary Anning Christmas story Northern Sue Hendra – Snowball Christmas stories</p>	<p>Northern Oliver Jeffers – Lost and Found &amp; Other stores by Oliver Jeffers The Runaway Pancake  Eastern Chinese new year story Story of Nian</p>	<p>The three bears – Goldilocks and the 1 bear The 3 billy goats gruff/The troll – Julia Donaldson Three Little Pigs/Red Riding hood The little ren hen/Rosie's walk  Easter story</p>	<p>Eric Carle- The hungry Caterpillar Julia Donaldson - What the lady Bird Heard Alison Bartlett – Oliver's Vegetable/Fruit Salad Sue Hendra – Supertato books  African Handa's Surprise Kakadu Jack</p>	<p>Jon Klassen – Square/Triangle/Square Oliver Jeffers – here we are/stuck Michael Rosen – going on a bear hunt  South American Laurie Krebs - Off we go to Mexico Lois Elhurt - Cuckoo Mi casa es su casa</p>
<b>Continuous provision theme prompts</b>	House /train familiar small word Home focused role play	Woodland animal habitats small world Shop focused role play Colour mixing focus Story sack – owl afraid of dark Dinosaurs/fossils	Ice & meting Animal from race Home corner pancake Space rocket	Costume dress up Baking Castle & characters Story sack	Story sack – hungry caterpillar Farm animals Caterpillars Planting and fruit tasting.	Maps Keevil focus Small world from interest

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<b>Personal, Social, Emotional Development</b>	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally		Think about the perspective of others Manage their own needs	
<b>JIGSAW</b>	Being Me in My world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Communication and Language</b>	Ongoing through year - children – Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary throughout the day. Learn rhymes, poems and songs. Use new vocabulary in different contexts.					
	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check that they understand what has been said to them. Develop social phases	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
<b>Physical Development</b>	Develop the overall 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop overall body-strength, balance, co-ordination and agility.					
	Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene etc.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing...	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.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
<b>Acorn Sports Coach Miss Biggs</b>	Foundation : Locomotion : Walking : Walking 1	Foundation : Ball Skills : Feet : Feet 1	Foundation : Gymnastics : Moving : Moving	Foundation : Locomotion : Jumping : Jumping 1	Foundation : Ball Skills : Hands : Hands 2	Foundation : Attack v Defence : Games For Understanding : Games For Understanding
<b>Literacy</b>	Read individual letters by saying the sound for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic program.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

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<p><b>Phonics Wandle</b></p>	<p>Little Wandle Letters and Sounds Autumn 1 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, l</p>	<p>Little Wandle Letters and Sounds Autumn 2 ff, ll, ss, j v, w, x, y z, zz, qu sh, th, ng, nk s added at end words ending /z/</p>	<p>Little Wandle Letters and Sounds Spring 1 ai, ee, igh, oa oo, ar, or ur, ow, oi, ear air, ew dd, mm, tt, bb, rr, gg, pp, ff longer words</p>	<p>Little Wandle Letters and Sounds Spring 2 Review – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear Review – er, air Words with double letters Longer words Words with two or more digraphs Words ending in -ing Compound words Words with /z/ in middle Words ending -s Words with -es at end</p>	<p>Little Wandle Letters and Sounds Summer 1 Short vowels – CVCC Short vowels – CVCC, CCVC Short vowels – CCVCC, CCCVC, CCCVCC Longer words Compound words Root words ending in: -ing, -ed, -est</p>	<p>Little Wandle Letters and Sounds Summer 2 Long vowel sounds – CVCC, CCVC Long vowel sounds – CCVC, CCCVC, CCV, CCVCC Phase 4 words ending in -s and -es Root words ending: -ing, -ed Root words ending: -er, -est</p>
<p>Mathematics NCETM Mastering Number</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills</li> </ul>			

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Mathematics Pattern shape Measure	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Copy and create repeating patterns. Compare length, weight and capacity.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue to copy and create repeating patterns. Compare length, weight and capacity.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue to copy and create repeating patterns. Compare length, weight and capacity.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue to copy and create repeating patterns. Compare length, weight and capacity.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue to copy and create repeating patterns. Compare length, weight and capacity.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue to copy and create repeating patterns. Compare length, weight and capacity.
Understanding of the World	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside.					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past.	Draw information from a simple map. Comment on images of familiar situations from the past.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Explore the natural world around them.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.					
	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
Kapow Art DT links	Marvellous Marks	Cooking Nutrition: Soup	Creation Station	Junk Modelling	Paint in my world	Structures: boats
Music Mrs Fowler	Singing Together	Singing Together	Duration	High and Low (Pitch)	Chinese Music	Animal Crackers
RE	Discovery RE: Special People What makes people special? Christianity & Judaism	Understanding Christianity: Incarnation Why do Christians perform Nativity Plays at Christmas?	Discovery RE: Celebrations How do people celebrate? Hinduism	Understanding Christianity: Salvation Why do Christians put a cross in an Easter Garden?	Understanding Christianity: Creation Why is the word God important to Christians? Discovery RE: Story Time What can we learn from Stories? Christianity, Islam, Hinduism, Sikhism	Discovery RE: Special Places What makes a place Special? Christianity. Islam, Judaism