



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Focus books that will be read over the course of the week.	<p>People Who Help Us</p> 	<p>People who Inspire us/ How People Celebrate</p> 	<p>Australia – On Land</p> 	<p>Australia – Under The Sea</p> 	<p>Button Workshop</p> 	<p>Birds, Bees, Bugs and Butterflies</p> 
Events and Celebrations	<p>Doctor Visit 21/9/24</p> <p>Vet Visit (1/10/24)</p>	<p>Nativity Performance (10/12/24)</p> <p>Christmas Button Workshop (tbc)</p> <p>Theatre visit (tbc)</p> <p>Remembrance Day (11/11)</p> <p>Diwali 31/10/24 1/11/24</p> <p>Hannukah (25/12/24-2/1/25)</p> <p>Christmas (25/12)</p>	<p>STEAM Week (10th-14th Feb)</p> <p>Visiting Zoo (tbc)</p> <p>Chinese New Year (29/1/25)</p> <p>Valentine's Day (14/2/25)</p>	<p>World Book Day (6/3/25)</p> <p>Pancake Day (4/3/25)</p> <p>Mothers' Day (30/3/25)</p> <p>Easter (20/4/25)</p>	<p>5 Button Workshops with Helen Hamil 25/4/25 29/4/25 6/5/25 13/5/25 20/5/25</p> <p>Trip to The Wetlands Centre (11/6/25)</p>	<p>Graduation from EYFS (tbc)</p> <p>Fathers' Day (15/6/25)</p>



School – Parent Links	Family photos What did you get up to Class Journal & teddy Parent visits for topic Parent Weekly Readers Library books start going home Curriculum Evening Reading books start to go home Mathseeds	Parents Evening Open classrooms Parent Weekly Readers Nativity Performance Mathseeds	Parent Weekly Readers EYFS Phonics Meeting Helpers during STEAM Week Mathseeds Homewriting books	Parent Weekly Readers Parents' Evening Open classrooms Mathseeds Homewriting books	School Summer Fair Parent Weekly Readers Helpers on Trip Mathseeds Homewriting books	Reports Sports Day Parent Weekly Readers Mathseeds Homewriting books
Personal, Social and Emotional Development	<p>Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</p>					



Jigsaw	Being in my world	I'm special, I'm me!	Dreams and Goals	Healthy Me	Relationships	Changing Me
	1. Who... Me?! 2. How am I feeling today? 3. Being at School 4. Gentle hands 5. Our Rights 6. Our responsibilities	1. What am I good at? 2. I'm Special, I'm Me! 3. Families 4. Homes 5. Making Friends 6. Standing Up for Yourself	1. Challenge 2. Never Giving Up 3. Setting a goal 4. Obstacles and Support 4. Obstacles and Support 5. Flight to the Future 6. Footprint Awards	1. Everybody's Body 2. We like to move it, move it! 3. Food Glorious Food 4. Sweet Dreams 5. Keeping Clean 6. Safe Adults	1. My family and me 2. Make friends, make friends, never ever break friends Part 1 3. Make friends, make friends, never ever break friends Part 2 4. Falling Out and Bullying Part 1 5. Falling Out and Bullying Part 2 6. Being the best friends we can be	1. My Body 2. Respecting My Body 3. Growing Up 4. Fun and Fears Part 1 5. Fun and Fears Part 2 6. Celebration
Communication and Language	<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
Physical Development	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.</p>					



<p>Literacy</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>					
<p>Literacy</p>	<p>Sounds covered: m,a,s,d,t,i,n,p,g,o, c,k,u,b,f,e,l,h,sh,r, j,v,y,w,th,z,ch,qu,x,nk</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Digraphs covered: Ay, ee, igh, ow, oo, 00, ar, or, air, ir,ur, er, ou,0w, oy, oi, ire, ear,ure</p> <p>Introduce letter formations</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and,</p>	<p>Introduce Once Upon a Picture Comprehensions</p> <p>Phonics Groups</p> <p>Introduce Handwriting sessions</p> <p>Form lower-case and capital letters correctly.</p> <p>Introduce simple sentence writing</p>	<p>Once Upon a Picture Comprehensions</p> <p>Phonics Groups</p> <p>Handwriting sessions for letter formation</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Once Upon a Picture Comprehensions</p> <p>Phonics Groups</p> <p>Handwriting sessions for letter formation</p> <p>Form lower-case and capital letters correctly.</p> <p>Independent writing</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Once Upon a Picture Comprehensions</p> <p>Phonics Groups</p> <p>Handwriting sessions for letter formation</p> <p>Form lower-case and capital letters correctly.</p> <p>Independent writing</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>



		<p>where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>				Re-read what they have written to check that it makes sense.
Maths (White Rose)	Match, sort and Compare Talk about measure and patterns	It's me 1, 2, 3 Circles and triangles 1,2,3,4,5	Shapes with 4 sides Alive in 5	Mass and capacity Growing 6, 7, 8	Length height and time Building 9 and 10	Explore 3D shapes Number formation
Maths (Development Matters)	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns.	Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers.	Select, rotate and manipulate shapes 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.	Explore the composition of numbers to 10. Compare length, weight and capacity.	Explore the composition of numbers to 10. Compare length, weight and capacity.	Count beyond ten. Automatically recall number bonds for numbers 0–5 and some to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.



Maths	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Number Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Understanding the World	<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Art and Design	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>