Objectives are taken from the EYFS Curriculum and the Birth to Five Matters Document: Ranges 5 & 6

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Suggested Topics/Themes** | **Marvellous Me – I Can & I Will** | **Crunch, Crackle, Glow!** | **Once Upon a Time…** | **It’s Alive!** | **There’s No Place Like Home** | **Oh, I Do Like To be Beside the Seaside!** |
| **Educational Visits/ Cultural Capital/ Enrichment/ Stay & Play Opportunities**  | **Stay and play:** Phase 1 phonics gamesIntroduction to Forest School | **Stay and play:** Trip to the Pumpkin FarmChristmas Nativity | **Stay and play**: Maths in Play Shape and Number Hunt | **Stay and play:** Spring Planting in the EYFS Garden | **Stay and play:** Summer Picnic & Stories | **Stay and play:** Art in the SunshineTransition visits |
| **Festivals** | Harvest festivalBlack History Month | Bonfire nightRemembrance DayChristmas | Burns nightChinese New Year International Day of Women and Girls in Science | Pancake DayWorld Book DayMother’s DayEasterInternational Women’s Day | St. George’s DayEid | Father’s Day**World Oceans Day** |
| **3 prime areas of learning and development** | **Personal, Social and Emotional Development** | Coram Reception: Me and my relationshipsSettling new starters and adjusting to new routines. | Coram Reception: Valuing differences | Coram Reception: Keeping myself safe | Coram Reception: Rights and Responsibilities | Coram Reception: Being my best | Coram Reception: Growing and changing |
| **Communication & Language** | *Throughout the year children will:*Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Understands a range of complex sentence structures including negatives, plurals and tense markers Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play |
| **Physical Development** | **Moving and handling** Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles **Health and self-care** Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Usually dry and clean during the day  | **Moving and handling** Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines **Health and self-care** Eats a healthy range of foodstuffs and understands need for variety in food Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Can initiate and describe playful actions or movements for other children to mirror and follow Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important  | **Moving and handling** Begins to form recognisable letters independently Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed **Health and self-care** Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience  |
| **4 specific areas of learning and development** | **Literacy** | **Reading** Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves **Writing** Enjoys creating texts to communicate meaning for an increasingly wide range of  purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. | **Reading** Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example Begins to develop phonological and phonemic awareness Continues a rhyming string and identifies alliteration Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Starts to link sounds to letters, naming and sounding the letters of the alphabet Begins to link sounds to some frequently used digraphs, e.g*. sh, th, ee* Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences **Writing** Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name  | **Reading** Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc **Writing** Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences  |
| **Key Texts** | CLPE – Hello Friend | CLPE – Ruby’s WorryBlue Penguin | CLPE – Gigantic TurnipCaterpillar Cake | CLPE - Stanley’s StickErrol’s Garden | CLPE - Splash, Anna Hibiscus!The Train Ride | CLPE - What The Ladybird HeardPlease, Mr Magic Fish |
| **Phonics** | Phase 2 | Phase 2 | Phase 3 | Phase 3 | Phase 3/4 | Phase 4 |
| **Mathematics** | **Comparison** Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size **Counting** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) **Composition** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three **Spatial Awareness** Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  | **Cardinality** (*How many*?) Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10) **Spatial Awareness** May enjoy making simple maps of familiar and imaginative environments, with landmarks **Shape** Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build  | **Composition** In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and  “+” or “-“ **Pattern** Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat **Measures** Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars  |
| **Understanding the world** | **The World** Looks closely at similarities, differences, patterns and change in nature **People and communities** Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members **Technology** Completes a simple program on electronic devices Uses ICT hardware to interact with age-appropriate computer software  | **The World** Makes observations of animals and plants and explains why some things occur, and talks about changes **People and communities** Knows that other children do not always enjoy the same things, and is sensitive to this **Technology**Can create content such as a video recording, stories, and/or draw a picture on screen Develops digital literacy skills by being able to access, understand and interact with a range of technologies  | **The World** Talks about the features of their own immediate environment and how environments might vary from one anotherKnows about similarities and differences in relation to places, objects, materials and living things **People and communities** Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions **Technology** Can use the internet with adult supervision to find and retrieve information of interest to them  |
| **Expressive Arts and Design** | Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes  | Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth* Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Begins to build a collection of songs and dances  | Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts  |
| **Key Vocabulary** | mummy, daddy, brother, sister, baby, grandma, grandad, auntie, uncle, friend, teacher, carer, pet, house, home, bedroom, garden, kitchen, toys, bed, food, clothes, shoes, school, class, playground, head, hair, eyes, nose, mouth, teeth, ears, arms, hands, fingers, legs, feet, toes, tummy, knees, shoulders, back, smile, laugh, cry, happy, sad, angry, scared, worried, excited, tired, sleepy, calm, kind, love, share, friend, eat, drink, water, fruit, vegetables, wash, brush, clean, bath, coat, hat, shoes, jumper, toilet, potty, handwash, soap, play, draw, paint, build, run, jump, sing, favourite, like, don’t like, colour, number, age, birthday, name, first name, surname. | autumn, season, weather, rain, windy, cloudy, storm, sunshine, fog, mist, coat, hat, scarf, gloves, wellies, boots, jumper, cold, chilly, harvest, farm, tractor, field, scarecrow, pumpkin, apple, pear, conker, acorn, chestnut, berry, mushroom, leaf, leaves, tree, branch, twig, roots, trunk, forest, woods, squirrel, hedgehog, fox, owl, nest, hibernate, migrate, sleep, change, colours, red, orange, yellow, brown, gold, crunchy, rustle, fall, gather, collect, basket, bonfire, firework, Diwali, celebration, lantern, light, dark, night, morning. | fairy tale, story, once upon a time, beginning, middle, end, character, hero, villain, prince, princess, king, queen, castle, palace, cottage, forest, woods, river, bridge, path, mountain, magic, spell, potion, witch, wizard, giant, ogre, fairy, goblin, troll, wolf, bear, pig, goat, hen, gingerbread, porridge, bed, chair, bowl, basket, cloak, straw, sticks, bricks, beans, beanstalk, slipper, crown, mirror, spinning wheel, treasure, gold, diamond, happily ever after. | spring, season, sunshine, rain, rainbow, shower, puddle, warm, breeze, blossom, bud, bloom, flower, daffodil, tulip, bluebell, crocus, tree, leaves, grass, seed, grow, plant, roots, soil, water, light, lamb, chick, calf, foal, duckling, nest, egg, frog, tadpole, caterpillar, butterfly, bee, ladybird, bird, rabbit, hutch, farm, field, tractor, Easter, egg hunt, bonnet, cross, chocolate, celebration, new life. | world, globe, map, atlas, country, land, sea, ocean, mountain, desert, forest, jungle, island, city, village, travel, journey, passport, suitcase, aeroplane, boat, train, bus, car, culture, language, flag, food, clothes, music, dance, festival, celebration, people, family, friends, home, school, building, market, shop, animals, camel, elephant, panda, kangaroo, penguin, polar bear, weather, hot, cold, sunny, snowy, icy, rainy, windy, compass, north, south, east, west, continent, Africa, Asia, Europe, America, Australia, Antarctica. | seaside, beach, sand, sea, ocean, wave, tide, shell, pebble, rock pool, crab, fish, starfish, jellyfish, seagull, bucket, spade, castle, swim, paddle, splash, boat, sail, surf, lifeguard, flag, pier, harbour, lighthouse, ice cream, cone, flake, lolly, picnic, towel, sun, sunshine, hat, sunglasses, swimsuit, trunks, armbands, deckchair, umbrella, suncream, donkey, ride, holiday, postcard. |
| **Teacher notes/future ideas** |  |  |  |  |  |  |