







EYFS 2023-2024	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Marvellous Me 	Let's Celebrate 	Once upon a time... Traditional tales 	Are we nearly there yet? 	All Things Great and Small 	Through the Looking Glass 
General Themes and Opportunities (These may be altered depending on the children's interests)	Starting School My family My friends Seasons – Autumn Self-change Self-care People Who Help Us Harvest Festival	Celebrating Autumn Special Celebrations and festivals Bonfire Night Diwali Children in Need Hannukah Christmas UTW – RE/people	Traditional Tales Seasons – Winter and into Spring	Around the World – countries/cultures/habitats/animals/under the sea UTW – RE/history/geography Vehicles Methods of transport Seasons – Spring Easter	Seasons - Summer Nature Growth and change Environmental care Reduce, Reuse, Recycle Life cycles Minibeasts Dinosaurs	Seasons – Summer/reflect on seasonal changes throughout year Looking forwards, reflecting back – to next year/upon this year/upon ourselves Self-change Self-care People who Help Us Transition Setting Goals History
Key Texts	Rainbow Fish Elmer stories Alfie Gives a Hand and other stories in series The Blue Balloon Kipper's Birthday The Enormous Turnip Pumpkin Soup Stone Soup Stories related to school values Non-fiction texts about autumn/harvest/people who help us	Assorted non-fiction texts related to above celebrations Nativity texts The Jolly Christmas Postman	(Make connections to The Enormous Turnip) Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk Hansel and Gretel The Jolly Postman Each Peach, Pear, Plum	The Naughty Bus The Train Ride Oi, Get off my Train Mr Gumpy stories Mrs Armitage stories Stories from different cultures/environments, depending on children's interests Non-fictions texts – atlases, maps, travel guides, vehicles, animals/habitats, cultures	What the Ladybird Heard Yucky Worms The Very Hungry Caterpillar and other Eric Carle stories Oliver's Fruit/Vegetables/Milkshake Dear Dinosaur The Dinosaur's Diary Harry and the Bucketful of Dinosaurs Dinosaur Roar Tom and the Island of Dinosaurs Non-fiction texts – life cycles, minibeasts, dinosaurs, planting	A Year in Percy's Park One Year with Kipper A Perfectly Messed-Up Story Going Places Boundless Sky Non-fiction texts – healthy eating, self-care, people who help us, first experiences (doctors, hospital, school)

Trip Opportunities	Visits to the church – welcome service and Harvest service.	Visit to the church – Advent service. Marlowe/Theatre – depending on what’s showing. 9 th – 31 st December 2023 – The Littlest Yak.	Marlowe/Theatre – depending on what’s showing. Forest (e.g. Goldilocks) – Spinney Wood, Blean Woods, Clowes Wood, Thornden Woods, Groombridge Place (currently being renovated).	Visits to the church – Lent prayer stations and Easter service. Bus/train journey: Beaney; Gulbenkian - Four Seasons, Monday 25 th March 2024 only; Hornby Museum (currently being renovated); Kent and East Sussex Railway.	Farm visit – Rare Breeds Centre; Solley’s Farm. Conservation Park – Wildwood; Howletts. Canterbury Environmental Education Centre (?). Forest (conservation) – Spinney Wood, Blean Woods, Clowes Wood, Thornden Woods.	Visit to the church – end of year service. Conservation Park – Wildwood; Howletts. Beach – Sandwich Bay; Whitstable; Herne Bay.
Visitor Opportunities (families and/or external)	Chef; emergency services.	Different cultures related to festivals/celebrations.	Postman (and van).	Train/bus drivers (with bus if possible); travel agents.	Museum staff (bring fossils etc).	Emergency services; dentist; sports coaches.
	Zoo Lab provide a variety of packages which can be incorporated into topics across the year.					
Parent Sharing Opportunities	Meet the Team - Welcome to Reception Presentation to include Phonics Workshop. Parent consultations - book and WOW moment sharing.	Opportunities for book and WOW moment sharing. Write Dance Parent Workshop – links between physical development and writing. Christmas Nativity Play.	Follow up Write Dance workshop – showcase what we have learnt. Maths Workshop - followed by parents joining a carousel of Maths activities at a later date in class. Parent consultations – book and WOW moment sharing.	Writing Workshop. Opportunities for book and WOW moment sharing.	Bridge Proms. Opportunities for book and WOW moment sharing.	Sports Day. Summer Fair. Written Annual Report. Opportunities for book and WOW moment sharing.
Other			Forest School	Forest School	Forest School	Forest School
	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, circle times, Jigsaw/PSHE sessions, continuous and linked provision sessions, story sessions, singing, speech and language interventions, worships and any other weekly interventions.					
Communication and Language Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> Language link assessments Speech link assessments, as appropriate Learn to listen appropriately. Interact in a friendly manner 	<ul style="list-style-type: none"> Talk about celebrations and events in their own families/lives Make comparisons between different festivals (Harvest, 	<ul style="list-style-type: none"> Learn about the different features of texts (fiction/non-fiction) Explain how things work and why Ask and answer questions using what, how, why. 	<ul style="list-style-type: none"> Express ideas and feelings about their experiences (journeys, travel, holidays etc.) Ask and answer questions using where, when, why. 	<ul style="list-style-type: none"> Be able to explain some different lifecycles (sunflower, frog, butterfly) Name and sort a range of living things. Talk about the differences in 	<ul style="list-style-type: none"> Recall facts using new vocabulary. Talk with confidence about why things happen using new

	<p>with peers developing social skills and conversational skills.</p> <ul style="list-style-type: none"> • Make comparisons between themselves and others. Listen to and learn some familiar songs and rhymes. • Discuss different stories and non-fiction texts 	<ul style="list-style-type: none"> • Diwali, Bonfire Night, Christmas) • Make comments about their observations talking about why things happen using some new vocabulary. • Listen to and talk about different traditional stories. 	<ul style="list-style-type: none"> • Retell some familiar stories (traditional tales) • Begin to explain and describe some changes that occur (e.g. plants, seasons) 	<ul style="list-style-type: none"> • Talk about some events in the past that have been important for today (Wright Brothers – flight) • Explain and describe some changes that occur (e.g. plants, seasons) 	<p>environments and animal habitats.</p> <ul style="list-style-type: none"> • Engage in meaningful conversation with others. • Talk about some events in the past that have been important for today (Mary Anning – dinosaurs) • Explain some consequences that actions can have (littering, recycling etc.) 	<p>vocabulary learnt.</p> <ul style="list-style-type: none"> • Engage in meaningful conversation with others. • Make comments about their learning using learnt vocabulary.
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	<u>Jigsaw PSHE - Being Me in my World</u> 1. Who Me 2. Self-identity 3. Understanding feelings 4. Being in a classroom 5. Being gentle 6. Rights and responsibilities	<u>Jigsaw PSHE – Celebrating Difference</u> 1. Identifying talents 2. Being special 3. Families 4. Where we live 5. Making friends 6. Standing up for yourself	<u>Jigsaw PSHE – Dreams and Goals</u> 1. Challenges and Perseverance 2. Goal-setting 3. Overcoming obstacles 4. Seeking help 5. Jobs 6. Achieving goals	<u>Jigsaw PSHE – Healthy Me</u> 1. Exercising bodies 2. Physical activity 3. Healthy food 4. Sleep 5. Keeping clean 6. Safety	<u>Jigsaw PSHE – Relationships</u> 1. Family life 2. Friendships 3. Breaking friendships 4. Falling out 5. Dealing with bullying 6. Being a good friend	<u>Jigsaw PSHE – Changing Me</u> 1. Bodies 2. Respecting my body 3. Growing up 4. Growth and change 5. Fun and fears 6. Celebrations
Physical Development Gross Motor Skills through Art sessions (Write Dance), P.E. Fine Motor Skills through morning activities, dough disco sessions, continuous and linked provision	<u>Greenacre P.E. scheme – Agility</u> <ul style="list-style-type: none"> • To explore and discover spatial awareness. • To explore different types of travelling within a specific area and being aware of others. • To explore using arms and legs to help development 	<u>Greenacre P.E. scheme – Jumping</u> <ul style="list-style-type: none"> • To explore how to jump and land safely on the ground or off an object. • To develop how to jump vertically/forward, in different directions and making different 	<u>Greenacre P.E. scheme – Balance</u> <ul style="list-style-type: none"> • To explore different ways to hold a static balance using hands and feet, either standing or seated. • To explore different ways to balance with a partner. • To explore different ways to balance 	<u>Greenacre P.E. scheme – Play</u> <ul style="list-style-type: none"> • To explore how the body moves through dance. • To find different ways to move around by playing games. • To develop a variety of ways to move. 	<u>Greenacre P.E. scheme – Coordination and Tennis – skills from agility and coordination will be taught throughout Tennis lessons</u> <ul style="list-style-type: none"> • To explore using hand and sports equipment, either individually or with a partner. • To develop hand/eye coordination using equipment. 	<u>Greenacre P.E. scheme – Target and Tennis – skills from agility and target will be taught throughout Tennis lessons</u> <ul style="list-style-type: none"> • To develop aiming and accuracy when working as a team to roll the ball to a

activities and interventions as appropriate	<p>movement within a specific area and in different directions.</p> <ul style="list-style-type: none"> To develop coordination and agility to run skilfully, change directions and move within space. 	<p>shapes with control.</p> <ul style="list-style-type: none"> To develop coordination when trying to link running and jumping together. 	<p>using small body parts.</p> <ul style="list-style-type: none"> To explore different ways to balance using large body parts. To learn how to balance with different equipment. 	<ul style="list-style-type: none"> To understand personal strengths and weaknesses through play. To be artistic and imaginative through basic gymnastics. To understand the importance of exercise. 	<ul style="list-style-type: none"> To develop foot/eye coordination using equipment. To explore and develop the use of coordination using unilateral movements (one limb) and bilateral movements (both limbs working together). 	<p>target/through a tunnel/kicking a football towards a goal/aiming into a basketball hoop/putting with a golf club/returning a ball using a racket.</p> <ul style="list-style-type: none"> To explore the underarm throw when aiming towards a target/passing and throwing with a partner. To use the overhead throw to develop aiming in different directions and heights.
<p>Literacy (including phonics)</p> <p>Word Reading</p>	<p>Phase 2 graphemes - s,a,t,p,i,n,m,d,g,o,c,k ck,e,u,r,h,b,f,l</p> <p>Tricky words – is, I, the</p>	<p>Phase 2 graphemes - ff,ll,ss,j,v,w,x,y z,zz,qu,ch,sh,th,ng,nk</p> <p>Tricky words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>Words with /s/ added at the end,</p>	<p>Phase 3 graphemes - ai,ee,igh,oa,oo,oo,ar,or ur,ow,oi,ear,air,er,words with double letters – dd,mm,tt,bb,rr,gg,pp,ff</p> <p>Tricky words – was, you, they, my, by, all, are, sure, pure</p>	<p>Review Phase 3 - ai ee igh oa oo ar or ur oo ow oi ear er air, words with double letters, words with two or more digraphs, longer words Words ending in “ing”, compound words, longer words Words with s in the middle /z/ s, words ending –s, words with –es at end /z/</p>	<p>Phase 4 - Short vowels - CVCC words, CCVC words, CCVCC, CCCVC, CCCVCC words, longer words, compound words, root words ending in ing, ed /t/, ed /id/ /ed/, est</p> <p>Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4 - Long vowel sounds – CVCC, CCVC, CCCVC, CCV, CCVCC words</p> <p>Phase 4 words ending –s /s/</p> <p>Phase 4 words ending –s /z/</p> <p>Phase 4 words ending –es</p> <p>Root words ending in:</p>

<p>Writing</p> <p>Comprehension</p>	<ul style="list-style-type: none"> • Drawing, scribbling, wavy scribbles or mock handwriting • Letter like forms or mock letters 	<p>Words ending in s /z/ and with s /z/ added at the end</p> <ul style="list-style-type: none"> • Drawing, scribbling, wavy scribbles or mock handwriting • Letter like forms or mock letters, • Beginning word and phrase writing 	<ul style="list-style-type: none"> • Transitional writing, invented or phonetic spelling, • Beginning word and phrase writing 	<p>Tricky words - review all taught so far, secure spelling</p> <ul style="list-style-type: none"> • Transitional writing, invented or phonetic spelling, • Beginning word and phrase writing 	<ul style="list-style-type: none"> • Invented or phonetic spelling, • Beginning word and phrase writing, • Conventional spelling and sentence writing 	<p>–ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Root words ending in:</p> <p>–er, –est</p> <p>longer words</p> <p>Tricky words - review all taught so far, secure spelling</p> <ul style="list-style-type: none"> • Invented or phonetic spelling, beginning word and phrase writing, • Conventional spelling and sentence writing
	<ul style="list-style-type: none"> • Holding a book, turning the pages and indicating an understanding of pictures and print • Telling a story to friends • Talking about events and characters in books • Making suggestions about what might happen next in a story 	<ul style="list-style-type: none"> • Holding a book, turn the pages and indicating an understanding of pictures and print • Telling a story to friends 	<ul style="list-style-type: none"> • Talking about the events and characters in books. • Making predictions about what might happen next in a story. • Talking about our favourite books. • Using vocabulary and events from stories in our play. • Re-reading books to build up our confidence, fluency and understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> • Talking about events and characters in books • Making suggestions about what might happen next in a story • Talking about their favourite book • Using vocabulary and events from stories in their play • Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> • 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, poems and during role play. 	<ul style="list-style-type: none"> • 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, poems and during role play.
Maths (taken from NCETM materials and White Rose Maths) Number Numerical Patterns	<ul style="list-style-type: none"> • Subitising and counting • Composition of numbers within 5 • Comparing sets of objects 	<ul style="list-style-type: none"> • Subitising and counting • Composition of numbers within 5 • Comparing sets of objects 	<ul style="list-style-type: none"> • Developing subitising, counting and composition of numbers within, and beyond 5 • Identifying two equal or unequal sets • Connecting quantities to numerals 	<ul style="list-style-type: none"> • Developing subitising, counting and composition of numbers within, and beyond 5 • Identifying two equal or unequal sets • Connecting quantities to numerals 	<ul style="list-style-type: none"> • Consolidate counting skills • Counting to larger numbers • Practising a range of counting strategies • Consolidating knowledge of number facts 	<ul style="list-style-type: none"> • Consolidate counting skills • Counting to larger numbers • Practising a range of counting strategies • Consolidating knowledge of number facts
White Rose Maths materials	<ul style="list-style-type: none"> • Getting to Know You and Just Like Me – comparison of size, mass and capacity, exploring pattern 	<ul style="list-style-type: none"> • It's Me 1,2,3 – representing, comparing, composing number, circles and triangles, positional language • Light and Dark – one more and less, 4 sided shapes and time. 	<ul style="list-style-type: none"> • Alive in 5 – introducing zero, comparing, composing numbers to 5, comparing mass and capacity • Growing 6, 7, 8 – combining two amounts, making pairs, length and height, time. 	<ul style="list-style-type: none"> • Building 9 and 10 - counting to 9 and 10, comparing 9 and 10, number bonds to 10, 3D shapes, spatial awareness, patterns • Consolidation 	<ul style="list-style-type: none"> • To 20 and beyond – build numbers beyond 10, count patterns to 10, spatial reasoning, match, rotate, manipulate • First, then, now – adding more, taking away, spatial reasoning, composing and decomposing numbers 	<ul style="list-style-type: none"> • Find my pattern – doubling, sharing, grouping, even and odd numbers, spatial reasoning, visualising and building. • On the move – deepening understanding, patterns and relationships, spatial mapping, mapping

Understanding the World Past and Present People, Culture and Communities The Natural World	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time – Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays	History – significant events and changes through time - Children’s Birthdays
	Geography - Seasons – identifying natural changes across the seasons	History – special times and events for family or friends – Bonfire Night, Diwali, Christmas	History – special times and events for family or friends – Chinese New Year (Text: The Great Race)	History – similarities and differences between now and in the past – related to vehicles and transport	R.E. – World Faith stories which stories are special and why?	History - Compare through photographs how they have changed since being a baby – also links to PSED this term
	Geography/Science – using senses to explore the Natural World	History - Celebrate Remembrance Day and learn about the reason why it is celebrated. (Text: Where the Poppies Now Grow)	Geography - locate China on a globe/google earth	History – Look at how their family has changed over time – themselves, grandparents, or events in their past going on holiday etc. Where did they go? – Geography link – look at maps, globe	Geography - Seasons – identifying natural changes across the seasons	Geography - Talk about the impact of human action on the seas e.g. plastic pollution (Text: Someone Swallowed Stanley, Dear Greenpeace)
	Science – Pumpkin soup – observational change related to vegetables	History – Nativity – understanding familiar stories set in a time before the children were born.	Geography - Seasons – identifying natural changes across the seasons	Geography - Describe some other environments e.g. story settings in books.	Geography - Explore our local environment and what grows here that of another county (Text: Handa’s Surprise)	Geography - Languages Day - similarities and differences between life in this country and life in other countries
	Science - Explore some of the functions of different parts of my body and how they work – hearing, sight, taste, smell and touch. (Text: Funnybones)	Science – Saltdough Christmas decorations, Mince Pies - pastry	Geography - Seasons – identifying natural changes across the seasons	Geography - Seasons – identifying natural changes across the seasons	Geography/Science – using senses to explore the Natural World	R.E. – World Faith stories which stories are special and why?
	R.E. – Creation – Why is the word ‘God’ so important to Christians Including	R.E. – Old Testament stories – which stories are special and why? Incarnation – Why do Christians perform nativity plays at Christmas time	Science – Exploring changing states – water into ice, porridge, kindness cookies – linked to PSED	Geography – talking about the lives of people around them and their roles in society – visits from key people in the community such as fire engine, ambulance, police, breakdown, postman	Science – insect and animal life cycles - find minibeasts and create habitats for them, considering their needs.	Science – Healthy Eating and self-care – link to people who help us, such as doctors, nurses, dentists, paramedics.
	School and Christian Values	R.E./History - Patron Saints - St. Andrew’s Day	R.E. – New Testament stories – which stories are special and why?	Geography - Begin to talk about the impact of some forms of travel on the environment.	Science - Care for seeds to grow our own plants, e.g. sunflowers, cress, beans and describe their lifecycle. (Text: The Very Tiny Seed, Oliver’s Vegetables) – link	School and Christian Values
			School and Christian Values			

		School and Christian Values		<p>Science - Explore forces – push, pull, twist and magnetic. Explore how to use forces to make things move – cars, trains, planes.</p> <p>Science - Explore and investigate floating and sinking linked to boats</p> <p>Science for Easter – making chocolate nests and chocolate Easter moulds – exploring changes in chocolate – solid to liquid to solid again</p> <p>R.E. - Salvation – Why do Christians put a cross in an Easter garden?</p> <p>R.E./History - Patron Saints – St. David’s Day, St. Patrick’s Day</p> <p>School and Christian Values</p>	<p>back to Harvest Festival in the Autumn</p> <p>R.E./History - Patron Saints – St. George’s Day</p> <p>School and Christian Values</p>	
<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	Music taught by music specialist – learning about the pulse ‘musical heartbeat’, moving and dancing in different ways, exploring different ways of using our voices	Music taught by music specialist – confidently sing in unison, learning about tempo ‘speed of music’, dynamic ‘volume of music’, moving and dancing in different ways to demonstrate this	Music taught by music specialist – identifying high and low sounds, musical stories, listening to and repeating rhythms	Music taught by music specialist - musicianship skills, identifying how sounds are made and how musical instruments can be used in different ways, playing them with increasing control	Music taught by music specialist – handle and play a range of simple musical instruments, respond physically when listening to music, recognising different sound sources, use pictures as visual cues	Music taught by music specialist – contribute ideas for whole class compositions, understanding what music is used for listening out for voices, instruments, both, solo, large groups

	Nativity	Nativity			Take part in Bridge Proms, talking and reflecting upon their performances.	and accompaniments
	<p>Art/D.T.</p> <p>Exploring colour – colour mixing. Making own paints from powder paints.</p> <p>Printing – rubbings of natural objects. Printing using harvest/seasonal fruits and vegetables.</p> <p>Observational drawing/painting – Harvest/seasonal fruits and vegetables.</p> <p>Textiles: weaving – through fences and palettes outside.</p>	<p>Art/D.T. –</p> <p>Exploring colour – colour mixing. Making own colour wheel. Follow this with a focus on the artist, Wassily Kandinsky – concentric circles.</p> <p>Sculpting - Clay thumb pots for Diva lamps – tools for adding detail.</p> <p>Joining – using glue sticks and tape/dispensers. PVA glue. Using different tools to apply glue with e.g. spatulas, brushes, fingers.</p>	<p>Art/D.T. –</p> <p>Joining – mixing and making glue. Using different tools to apply glue with e.g. spatulas, brushes, fingers.</p> <p>Printing – vehicle tracks. Animal prints and patterns.</p> <p>Collage – traditional tale story scenes – focus on Henri Matisse</p> <p>Textiles: weaving – weave boards in Early Morning Skills.</p>	<p>Art/D.T. –</p> <p>Designing, planning, constructing and evaluating – junk modelling vehicles.</p> <p>Printing – vehicle tracks. Animal prints and patterns.</p> <p>Incorporate textiles by printing on materials.</p>	<p>Art/D.T. –</p> <p>Sculpting - Clay – minibeasts/animals – with natural materials for detail.</p> <p>Joining – tying knots using different materials.</p> <p>Textiles: sewing – making bunting.</p>	<p>Take part in Sports Day, talking and reflecting upon their performances.</p> <p>Art/D.T. –</p> <p>Painting – focus on Picasso – link to languages Day – cubism – representing different views of objects or figures</p> <p>Textiles: sewing – making bunting.</p>