

Yearly Overview: Cycle A FS1

Whole School Subject Focus	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	Geography - Megastructures	History – Remember Remember	Design and Technology - Tell me a story	History - Footprints in the Past	Global Citizens Olympics/Global Communities
Early Years	<ul style="list-style-type: none"> Homes and Houses Town and Country 	<ul style="list-style-type: none"> Celebrations Transport 	<ul style="list-style-type: none"> Fairy Tales Traditional Tales 	<ul style="list-style-type: none"> The Seaside Seaside in the Past 	<ul style="list-style-type: none"> Class Community School Community
Cultural Capital and a Sense of Identity	Children will understand more about living in a house located on a street and having neighbours.	Children will begin to make sense of past celebrations they have been a part of with family and friends.	Children will take an initial look at healthy foods and take part in baking. They will experience new foods and new tasting experiences.	Children will learn their hometown is a popular seaside resort and why people come here on holiday.	Children will understand the personal value of being part of a class member and their role.
Communication and Language	Children enjoy listening to longer stories and sing a large repertoire of songs.	Children understand a question of instruction with two parts.	Children will understand why questions. They will build up a repertoire of rhymes.	Children will use longer sentences of four to six words and use talk to organise themselves and their play.	Children will express a point of view during a debate.
PSED	Children select and use resources with help when needed. They follow rules and are beginning to remember some of them without being reminded.	Children use talk to solve conflict and are beginning to talk about feelings and how others might be feeling.	Children become increasingly independent in meeting their own care needs. They begin to make healthy choices about food, drink, activity and toothbrushing.	Children show more confidence in new social situations and are becoming more outgoing with unfamiliar people.	Children develop a sense of responsibility and membership to a community. Children extend and elaborate play ideas.
PD	Children will develop balance and control, climb with alternative feet. Children use large-muscle movements to wave flags and streamers, paint and mark make.	Children become increasingly independent with putting on a hat, bag and coat.	Children choose the right resources to carry out their own plan. They collaborate with others to manage carrying large items.	Children take part in group and team activities. They are able to remember sequences and patterns of movements related to music and rhythm.	Children use one-handed tools and have a comfortable grip when using pencils, showing a preference for a dominant hand.
Literacy	See Monster Phonics Programme.	See Monster Phonics Programme.	See Monster Phonics Programme.	See Monster Phonics Programme.	See Monster Phonics Programme.
Maths	See Master the Curriculum.	See Master the Curriculum.	See Master the Curriculum.	See Master the Curriculum.	See Master the Curriculum.
Understanding the World	Children will make sense of what they live in and where they live. They will share their family photos with peers. They will explore different natural materials and talk about their differences.	Children look at festivals and celebrations. They know there are different countries in the world. They discover different modes of transport whilst understanding some occupations. Children remember celebrations that have taken place in their own lives.	Children take a closer look at their natural environment and change of seasons. They will think back to what has changed in the environment since the previous season.	Children learn out Cleethorpes seaside and what they might see when visiting. Children begin to understand the need to respect and care for the natural environment and all living things. They look at lifecycles of a plant and animals.	Children develop positive attitudes about the differences between people. They learn more about social expectations and keeping safe by following rules.
Expressive Arts and Design	Children begin to learn songs and sing matching the pitch of another person and begin to listen with increasing control.	Children explore colour mixing. Draw with increasing detail i.e adding facial features to a face.	Children take time to develop their imagination. They pretend play using objects to represent things. Children explore materials and develop skills initial scissor skills.	Children show different emotions in their drawings and paintings. They create their own songs or improvise a song.	Children begin to develop more complex stories using small world equipment. They play instruments with increasing control.
Core books	A Squash and a Squeeze	My Mummy is a Soldier The Train Ride	We're Going on a Bear Hunt The Three Little Pigs	Billy's Bucket	The Very Hungry Caterpillar

Remembrance is a two week whole-school topic, which is taught at the beginning of November. Other themed weeks such as Science week are also taught during the year. Themed days, based on significant people, are held after every half term and in response to national events.