|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication and Language** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS. | | | | | |
| *Reception* | On-going development of skills as per curriculum guidance for the EYFS. | | | | | |
| **Personal, Social and Emotional Development** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS. | | | | | |
| *Reception* | On-going development of skills as per curriculum guidance for the EYFS. | | | | | |
| How can we keep our teeth healthy?  How can we talk about our feelings?  How can we manage our own needs by dressing ourselves and using the toilet independently? | |  | | How can we keep our bodies healthy?  How can we relax?  Why do we need to wash our hands?  How can we resolve problems with our friends? | |
| **Physical Development** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS.  e.g. increasing independence dressing, toileting independently, developing fine and gross motor skills, forest school. | | | | | |
| Playground games  Confidence building activities | Yoga: stories  Developing emotional and physical coping skills | Dance and movement | Balancing and travelling | Throwing  Rolling  Catching | Athletics |
| *Reception* | On-going development of skills as per curriculum guidance for the EYFS.  e.g. increasing independence dressing, toileting independently, developing fine and gross motor skills, good posture, general school day skills, forest school. | | | | | |
| Gymnastics: Gym in the jungle  Develop and refine movement skills | Dance: Dance till you drop  Movement songs, creating co-ordination, agility and dance | Games: Best of balls  To develop a range of fine and gross motor skills | Gymnastics: Jumping jacks and rock ‘n’ roll  Movement skills – jumping, rolling and balancing | Games: The Olympics  Athletics – running, jumping, throwing skills | Dance: Dinosaurs  Movement songs, creating co-ordination, agility and dance |
| **Literacy** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS  e.g. mark making/early writing, rhymes, caring for books, discussing texts, initial sounds, writing names | | | | | |
| Enjoying books  Meaning of print  Parts of books  Story sequencing | Mark making/early writing  Recognising names | Extended discussions about stories  Mark making/early writing | Writing some letters accurately  Writing names | Writing some letters accurately  Writing names  Develop phonological awareness | Develop phonological awareness  Initial sounds |
| *Reception* | Orally blending and segmenting  Hearing initial sounds  Writing names | Writing initial sounds and CVC words | Linking words together | Recognising capital letters | Writing a short sentence | Using full stops |
| **Phonics** | *Nursery* | Environmental sounds  In the moment initial sounds and blending games | | | | Following Read, Write, Inc. | |
| *Reception* | Following Read, Write, Inc. | | | | | |
| **Mathematics** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS | | | | | |
| Numbers to 3  Link numerals and amounts  Recognise and name 2-D shapes | | Subitising up to 3 objects  Numbers to 5  One to one correspondence  Make comparisons | | Numbers past 5  Repeating patterns  Prepositions  More than/fewer than | |
| *Reception* | Match, sort and compareTalk about measure and patternIt’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 3-D shapes | | To 20 and beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping  Visualise build and map  Make connections | |
| **Understanding the World** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS.  e.g. Forest School, seasons | | | | | |
| Introducing rules and routines  Hands on exploration  Introducing Forest School  (respect and care for the environment)  Harvest | Bonfire Night  Remembrance Day  Children in Need  Christmas | People who help us  Senses  Different materials | Minibeasts  Science Week (how things work)  World Book Day  Easter | Plant seeds and care for growing plants  Life cycles | Other countries and the differences to where we live  Family history |
| *Reception* | Following rules and routines  Similarities and differences between ourselves and others  Forest School  Harvest  RE: | Bonfire Night  Remembrance Day  Children in Need  Diwali  Advent  Christmas  RE: | Chinese New Year  Big Schools Birdwatch  Arctic Animals  Toys from the past  RE: | World Book Day  Science Week  Comic Relief  Easter (lent)  Parts of our bodies  RE: | Life Cycles  How we grow  Families  RE: | Comparing life in the UK and Africa  African plants and animals  Dinosaurs  RE: |
| **Expressive Arts and Design** | *Nursery* | On-going development of skills as per curriculum guidance for the EYFS. | | | | | |
| *Reception* | Self portraits  Collages of places and people  Nursery rhymes and action songs  Nativity rehearsal  Music: Charanga  (My stories) | | Music: Charanga  (Everyone) | | Drawing and painting African fruits  Modelling clay  Salt dough snakes  Appreciating and participating in African dancing and music  Music: Charanga  (Our World) | |