

EYFS

		EYFS					
EYFS	TOPIC(S) / 50 Things	'ALL ABOUT ME'	'COLOUR MAGIC'	'BEARS'	'ON THE FARM'	'UNDER THE SEA'	'MINIBEASTS'
				5. Learn to skip 31. Receive an award from school 34. Take part in a sporting competition	31. Receive an award from school 34. Take part in a sporting competition	31. Receive an award from school 34. Take part in a sporting competition	8. Dress up for World Book Day 23. Visit a farm 31. Receive an award from school 32 Watch an egg hatch 34. Take part in a sporting competition 49. Read a book somewhere unusual
		<b>Farmer Duck by Martin Waddell</b> <b>Goodnight Moon by Margaret Wise Brown</b> <b>Handa's Surprise by Eileen Browne</b> <b>Mr Gumpy's Outing by John Burningham</b>		<b>On The Way Home by Jill Murphy</b> <b>Owl Babies by Martin Waddell</b> <b>Rosie's Walk by Pat Hutchins</b> <b>Shhh! by Sally Grindley</b>		<b>Six Dinner Sid by Inga Moore</b> <b>The Gruffalo by Julia Donaldson</b> <b>Whatever Next by Jill Murphy</b>	
	ENGLISH	<ul style="list-style-type: none"> <li>Rhythmic activities.</li> <li>Listens to and joins in with stories and poems</li> <li>Making marks for meaning.</li> <li>Show an interest in books.</li> <li>Recognising own name.</li> <li>Begin to use jolly phonics and letters and sounds framework.</li> </ul>	<ul style="list-style-type: none"> <li>Being aware of alliteration- initial sounds-rhyming string.</li> <li>Aware of the structure of stories.</li> <li>Recognising some words.</li> <li>Blending sounds.</li> <li>Beginning to read simple words.</li> <li>Hear and say sounds in words.</li> <li>Introduce shared reading.</li> <li>Begin home reading books</li> </ul>	<ul style="list-style-type: none"> <li>Predicting stories.</li> <li>Describing different elements in stories.</li> <li>Rhyming string.</li> <li>Uses storylines in role play.</li> <li>Uses phonics to decode.</li> <li>Writing own name and captions.</li> <li>Look at some high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Using information books.</li> <li>Reading and understanding simple sentences.</li> <li>Attempting to write simple sentences using phonics.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating an understanding of what they have read.</li> <li>Writing irregular common words.</li> <li>Writing sentences that they and others can read.</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common irregular words.</li> <li>Use simple punctuation.</li> <li>Use phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>
	MATHS	<b>GETTING TO KNOW YOU</b> -settling in activities <b>JUST LIKE ME!</b> -match, sort and compare objects (compare size, mass and capacity. Exploring pattern <b>IT'S ME 123!</b> -Representing, comparing and the composition of number/ circles triangles and positional language <b>LIGHT AND DARK</b> -representing numbers to 5. One more or less/Shapes with 4 sides/Time <b>CONSOLIDATION</b>		<b>ADDITION AND SUBTRACTION:</b> Numbers to 5 (i) introducing zero, ii) Number bonds to 5) <b>NUMBER AND PLACE VALUE:</b> Numbers to 10 (i) Counting to 6,7and 8, ii) Counting to 9 and 10, iii) Comparing groups up to 10) <b>ADDITION AND SUBTRACTION:</b> Addition to 10(ii) Combining two groups to find a whole, Number bonds to 10 –ten frames, iii) Number bonds to 10 – part-whole model) <b>GEOMETRY:</b> Shape and Space (i) Spatial awareness, ii) 3-D shapes, iii) 2-D shapes)		<b>GEOMETRY:</b> Exploring Patterns (i) Making simple patterns, ii) Exploring more complex patterns) <b>ADDITION AND SUBTRACTION:</b> Count on and back (i) Adding by counting on, ii) Taking away by counting back) <b>NUMBER AND PLACE VALUE:</b> Numbers to 20 (i) Counting to 20) <b>MULTIPLICATION AND DIVISION:</b> Numerical Patterns (i) Doubling, ii) Halving and Sharing, iii) Odds and Evens) <b>MEASUREMENT:</b> Measure 9i) Length, Height and Distance, ii) Weight, iii) Capacity)	

SCIENCE	<p><b>Marvellous Me – Body</b></p> <p>Name and recall common body parts. Use practical exploration and a child's senses to name body parts. Identify the main stages of the life cycle of humans. Recognise and recall how to look after their teeth.</p>	<p><b>It's Magic</b></p> <p>To recognise light and dark and identify examples in an environment. To know objects can change shape by melting and freezing. To explore how magnets, make certain objects move. Identifying what changes within and between seasons.</p>	<p><b>Bears</b></p> <p>Recognise that bears can live in different habitats. To understand what 'habitat' means. To know what are carnivores and herbivores and what foods they eat. To know water can change to ice by freezing. (changing state). To know how bears behave in different seasons.</p>	<p><b>On the farm</b></p> <p>To know how to plant seeds and how to care for them so they grow successfully. To identify that living things can be grouped into different animal classifications.  To know the correct names of some baby animals.</p>	<p><b>Mini beasts</b></p> <p>To know the main stages of the life cycle of a butterfly To know where a minibeast likes to live (its habitat). To know how the changing seasons affect the life of a minibeast.</p>	<p><b>Under the sea</b></p> <p>To recognise which objects float and sink. To introduce key vocabulary <b>'push'</b> and <b>'pull'</b> when describing how objects move in water.</p>
	PSHE	<p><b>Me and my Relationships</b></p> <p>What makes me special People close to me Getting help</p>	<p><b>Valuing Difference</b></p> <p>Similarities and difference Celebrating difference Showing kindness</p>	<p><b>Keeping Safe</b></p> <p>Keeping my body safe Safe secrets and touches People who help to keep us safe</p>	<p><b>Rights and Respect</b></p> <p>Looking after things: friends, environment, money</p>	<p><b>Growing and Changing</b></p> <p>Cycles Life stages Girls and boys – similarities and difference</p>
ART AND DESIGN	<p><b>DRAWING COLOUR</b></p> <p>People in action: watch children at play on the playground. Children make quick line drawings, focussing on the position of arms and legs.  Research the artist Lowry and compare the children's drawings and paintings to the people in his paintings. Potential to create a class collage of a playground.</p>	<p><b>COLOUR PATTERN</b></p> <p>Research the colour wheel and name the colours. Research artists: Paul Klee and Wassily Kandinsky.  Experiment with mixing colour and creating colour wheels. Use different tools to apply paint to paper.  Experiment with layering colour in pastel to create new colours.</p>	<p><b>DRAWING COLOUR</b></p> <p>Research book illustrators: E. H. Shepard (Winnie the Pooh) R.W. Alley (Paddington Bear) Jane Hissey (Old Bear)  Experiment with drawing the whole bear and creating happy facial expressions.  Design and water-colour paint a bear.</p>	<p><b>PRINTING PATTERN</b></p> <p>Research and experiment making patterns inspired by nature: spirals, scales, honeycomb, etc. Make rubbings and use to create patterns.  Research artists who are influenced by patterns in nature: Jan Poynter and Myrrh.  Design and make a printing block (potato) and create repeating patterns.</p>	<p><b>FORM TEXTURE</b></p> <p>Research ceramic artists who make animals: Lisa Larson and Petra Lloyd.  Experiment with sculpting clay into different shapes.  Draw insects from observation.  Design and make a clay mini beast.</p>	<p><b>COLOUR PATTERN</b></p> <p>Read Rainbow Fish by Marcus Pfister. Research and experiment recreating the colour. Focus on how colours can be placed together appealingly and create patterns.  Individually make their own fish in the style of Pfister and collate to create a whole class display.</p>
	COMPUTING					
DESIGN AND	<p><b>Marvellous Me</b></p> <p>Exploring tools and materials: play dough, Construction for purpose Tap a shape Threading shapes Material sorting for purpose.</p>	<p><b>Colour Magic</b></p> <p>Rainbow cakes Candle holders out of clay.</p>	<p><b>Bears</b></p> <p>Using natural materials construct 'dens' for their bears. Creating bird feeders</p>	<p><b>On the Farm</b></p> <p>Constructing farmyards Exploring fruits and vegetables and talking about a healthy diet.</p>	<p><b>Mini-Beasts</b></p> <p>Junk model minibeasts Minibeast holders</p>	<p><b>Under the Sea</b></p> <p>Threading fish</p>

GEOGRAPHY							
	HISTORY						
	MUSIC	<p><b>Me</b></p> <p>Listening and responding to different styles. Learning nursery rhymes and actions. Learning to find the pulse.</p>	<p><b>My stories</b></p> <p>Listening and responding to different styles. Learning to copy different rhythms. Learning names and sounds of percussion instruments</p> <p><b>Christmas Nativity</b></p>	<p><b>Everyone</b></p> <p>Listening to music from around the world. Learning about high and low pitch. Learning the names and sounds of tuned percussion instruments.</p>	<p><b>Our world</b></p> <p>Listening to music from around the world Singing and learning to play instruments with a song.</p>	<p><b>Big Bear Funk</b></p> <p>Listening to funk music. Improvising with voices and instruments. Riff based compositions</p>	<p><b>Reflect, rewind and replay.</b></p> <p>Continue to embed the interrelated dimensions of music. Perform in school 'Sing Off'</p>
	PE	<p><b>Walking 1</b></p> <p>To explore walking using different body parts in different directions, at different levels and at different speeds.</p>	<p><b>Hands 1</b></p> <p>To explore different ways of pushing a ball.</p> <p>To learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p><b>High, Low, Over and Under</b></p> <p>To introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</p>	<p><b>Nursery Rhymes</b></p> <p>To explore different movements using different parts of the body.</p>	<p><b>Ourselves</b></p> <p>To explore different movements using different parts of the body.</p>	<p><b>Feet 1</b></p> <p>To explore what happens when they kick a ball using different parts of their feet.</p> <p>To begin to understand how we control a ball.</p>
		<p><b>Playing Through Games</b></p>	<p><b>Moving</b></p> <p>To continue to 'champion gymnastics' by moving and making shapes using different body parts.</p>	<p><b>Hands 2</b></p> <p>To explore different ways of throwing a beanbag.</p> <p>To learn why we need to aim when we are throwing.</p>	<p><b>Jumping 1</b></p> <p>To explore jumping, in different directions, at different speeds and different levels.</p>	<p><b>Games for Understanding</b></p> <p>To understand why it is important to take turns when playing a game.</p>	<p><b>Dinosaurs</b></p>
	RE	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>