

EYFS YEAR PLAN 2025-2026

HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

	PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Speaking, Listening and Understanding)	PHYSICAL DEVELOPMENT (Fine and Gross Motor) (Health and self-care)	LITERACY (Reading and Writing)	MATHEMATICAL DEVELOPMENT (Numbers, Shapes and Measures)	UNDERSTANDING THE WORLD (Science, ICT, Geography, History)	EXPRESSIVE ARTS AND DESIGN (Music, Art, Design and Role-Play)
<div><div>AUTUMN 1<sup>ST</sup> HALF TERM</div><div>BASELINE ASSESSMENTS</div><div>TOPIC THEMES</div><div>ALL ABOUT ME</div><div>-Pupils Interests</div><div>-Their body and staying healthy</div><div>-Their feelings</div><div>-Their family and pets</div></div>	<p><u>PSHCE Myself and My Relationships - Beginning and Belonging, My Family &amp; Friends, My Emotions.</u></p> <p>Settling into school routines</p> <p>Parting from parents and carers</p> <p>Class and playground rules</p> <p>Forming new friendships</p> <p>Recognising different feelings, feelings of others and how to express their own feelings</p> <p>Home and School Learning Cards - settling into school target</p> <p>Routes to Resilience - Super 7 (Cooperation, Perseverance, Good Focus, Bravery, Independence, Respect, Listening.)</p>	<p>Developing the use of language through role-play - home, vets, doctor's surgery, baby clinic, fruit &amp; vegetable shop</p> <p>Developing the use of language through small world play - home, hospital, vets, The Very Hungry Caterpillar</p> <p>Learning and singing nursery rhymes</p> <p>Developing conversational skills- eye contact, listening, responding, taking turns in the conversation</p> <p>Sharing their 'All About Me' books and talking about themselves</p> <p>Story retells - join in with repeated refrains and actions</p>	<p><u>FINE MOTOR SKILLS</u></p> <p>Regular sessions of 'Dough Disco' - finger exercises using playdoh to music</p> <p>Dough Disco-playdoh video for parents / carers</p> <p>Scissor skills - snips in paper</p> <p>Pen Disco - lines and shapes for handwriting</p> <p>Pencil control - correct grip of pencil</p> <p>Fastening own clothing - zips, buttons and laces</p> <p>Handwriting patterns</p> <p>Using ICT linked toys in role-play - operating the buttons</p> <p>Learning to use a knife and fork</p> <p><u>GROSS MOTOR SKILLS</u></p> <p>Playing 'ring games' in Exercise Time</p> <p>Learning how to stay safe when working on large fixed equipment e.g. 'The climbing wall'</p> <p>'Big Moves' movements - assessments</p> <p>Yoga</p> <p><u>HEALTH AND SELF-CARE</u></p> <p>Self-care - hygiene, toileting, exercise, sleep</p> <p>Learning to stay fit and healthy</p> <p>Choosing healthy snacks and drinks</p>	<p><u>DRAWING CLUB</u></p> <p>Introduction to drawing club. Links with fine motor development, drawing, writing, numbers</p> <p><u>READING</u></p> <p>Focus Books - Mog and the Vet, Senses and Living Things, The Very Hungry Caterpillar</p> <p>Phonics - Little Wandle Scheme Phase 1 and 2 (Listening skills and learning initial sounds)</p> <p>Listening to stories and joining in with repeated phrases</p> <p>Choosing fiction/ non-fiction books to take home to share with adults at home</p> <p>First reading book from school given</p> <p>Alliteration and rhyme</p> <p><u>WRITING</u></p> <p>Copy writing</p> <p>Writing initial sounds</p> <p>Writing in cards - Birthday, Christmas</p> <p>Writing lists</p> <p>Writing their name</p>	<p><u>NUMBER AND NUMERICAL PATTERN</u></p> <p>Learning and singing number rhymes</p> <p>Comparing amounts.</p> <p>Counting objects, people, sounds</p> <p>Reciting numbers in order.</p> <p>Computer - learning how to use.</p> <p>Numicon - exploring the colours and shapes. Use for drawing around, press into playdoh.</p> <p><u>SHAPE SPACE AND MEASURE</u></p> <p>Matching, comparing and sorting objects by size, shape or quantity</p> <p>Introducing size language</p> <p>Compare size, mass and capacity</p> <p>Making simple patterns</p>	<p><u>SCIENCE</u></p> <p>Exploring how things work. E.g wind-up toys, cogs, pulleys</p> <p>Class weather chart</p> <p>Looking for signs of Autumn</p> <p>Changes - Baby to child</p> <p>The 5 senses -know and name</p> <p>Our body-name some body parts</p> <p>Healthy eating</p> <p>Staying healthy - sleeping, eating, drinking, washing, exercise</p> <p><u>GEOGRAPHY</u></p> <p>Where have they been on holiday?</p> <p>Finding out about each other - languages spoken</p> <p>Harvest and sharing food with others</p> <p>School environment features - school building, Heart Smart Garden, woodland area</p> <p><u>HISTORY</u></p> <p>Own history linked to changes since they were a baby</p> <p>Family members occupations.</p> <p><u>RE</u></p> <p>Harvest Festival</p> <p><u>Unit F1: Why is the word 'God' special to Christians?</u></p>	<p><u>MUSIC</u></p> <p><u>Unit 1 Pulse</u></p> <p>Respond to music with their body</p> <p>Show tempo using body movements</p> <p>Identify pulse in songs</p> <p>Create longer and shorter sounds. Create music piece with longer and shorter sounds</p> <p>Listen to and appraise performances</p> <p>Joining in with action rhymes, nursery rhymes and number rhymes/songs</p> <p>Exploring different musical instruments to see how they make sounds</p> <p><u>ROLE-PLAY</u></p> <p>Playing alongside others</p> <p>Adult led role-play to model language and interaction</p> <p><u>ART &amp; DESIGN</u></p> <p>Using appropriate colours for art work</p> <p>Naming colours</p> <p>Free choice mixing of colours</p> <p>Drawing a face, adding features</p> <p>Add emotions to the faces they draw /paint</p> <p>Learning how to use the SMART Boards (in classroom). Lines and change colours</p> <p>Junk modelling -free choice</p> <p>Explore different textures</p>

HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

	PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Speaking, Listening and Understanding)	PHYSICAL DEVELOPMENT (Fine and Gross Motor) (Health and self-care)	LITERACY (Reading and Writing)	MATHEMATICAL DEVELOPMENT (Numbers, Shapes and Measures)	UNDERSTANDING THE WORLD (Science, ICT, Geography, History)	EXPRESSIVE ARTS AND DESIGN (Music, Art, Design and Role-Play)
<div>AUTUMN 2<sup>nd</sup> HALF TERM</div> <div>TOPIC THEMES</div> <div>ALL ABOUT ME</div> <div>-Their home.</div> <div>-The local area.</div> <div>-Games and toys.</div> <div>Amazing Autumn</div> <div>CHRISTMAS</div> <div>4+ Christmas Show.</div>	<p><u>PSHCE Myself and My Relationships - Beginning and Belonging, My Family &amp; Friends, My Emotions. Anti-Bullying</u></p> <p>Feelings of others and how to express their own feelings</p> <p>Respect for other cultures and beliefs</p> <p>Road Safety</p> <p>'Zones of Emotion' class chart</p> <p>Using technology safely.</p> <p>Technology in the home - homework</p> <p>Anti-bullying week homework</p> <p>Pupil voice and parent voice links with home and school</p> <p>Routes to Resilience - Super 7 (Cooperation, Perseverance, Good Focus, Bravery, Independence, Respect, Listening.)</p> <p>Watch film 'Inside Out' to link to our 'Zones of Emotion' class chart</p>	<p>Developing the use of language through role-play - woodland, library, church, shop, Nativity</p> <p>Developing the use of language through small world play - road map, woodland, Nativity</p> <p>Talking in full sentences with adult support</p> <p>Begin to use more complex sentences when responding to people</p> <p>Story sacks</p> <p>Story retells - join in with repeated refrains and actions. Link to Pie Corbett actions</p>	<p><u>FINE MOTOR SKILLS</u></p> <p>Scissor skills - cut straight lines/ curved lines</p> <p>Sewing skills - threading beads / pasta shapes / holes punched into pieces of paper to thread wool and string</p> <p>Threading for calendar gift for parents / carers</p> <p>Regular sessions of 'Dough Disco'</p> <p>Handwriting - correct letter formation linked to phonics sounds</p> <p><u>GROSS MOTOR SKILLS</u></p> <p>'Big Moves' movement programme</p> <p>Climbing skills</p> <p>Parachute games</p> <p>Riding the trikes, bikes, scooters</p> <p>Yoga</p> <p>Twinkl PE - Best of Balls</p> <p><u>HEALTH AND SELF-CARE</u></p> <p>Self-care - hygiene, toileting, exercise, sleep</p> <p>Learning to stay fit and healthy</p> <p>Choosing healthy snacks and drinks</p>	<p><u>DRAWING CLUB</u></p> <p>Links with fine motor development, drawing, writing, numbers.</p> <p><u>READING</u></p> <p>Focus Books - Leaf Trouble, The Jolly Postman, The Nativity Story</p> <p>Phonics - Little Wandle Phase 2 &amp; 3 (Rhyming, alliteration, initial sounds, blending sounds for VC and CVC words)</p> <p>Learning about fiction and non-fiction books</p> <p>Rhyme and alliteration</p> <p>Little Wandle Group Reading (Decoding &amp; Blending, Prosody, Comprehension)</p> <p>Story sacks to borrow from school</p> <p><u>WRITING</u></p> <p>Phonics - Little Wandle Scheme Phase 2 and 3 (Rhyming, alliteration, initial sounds, segmenting sounds for VC and CVC words)</p> <p>Writing Phase 2 &amp; 3 high frequency words</p> <p>Writing labels</p> <p>Writing in CVC words in phoneme frames</p> <p>Writing short captions</p> <p>Christmas cards for parents/carers</p> <p>Writing a letter to Santa</p>	<p><u>NUMBER AND NUMERICAL PATTERN</u></p> <p>Subitising</p> <p>Counting - reciting numbers in order to 20 and beyond</p> <p>Linking the numeral with its cardinal value</p> <p>Exploring numbers 1,2, 3 and 4</p> <p>Exploring number composition /number bonds for numbers 1 to 4</p> <p>Counting objects and sounds</p> <p>Comparing number of objects in a group using language of 'more/fewer than'</p> <p>Showing 'number fingers'</p> <p><u>SHAPE SPACE AND MEASURE</u></p> <p>Exploring time - day/night, morning/evening</p> <p>Naming and describing 2D shapes in pictures and patterns</p> <p>Exploring properties of circles and triangles squares and rectangles</p> <p>Making shape pictures</p> <p>Comparing objects by weight, height and length</p> <p>Copying repeating patterns</p> <p>Positional language</p> <p>Using Bug-Bots and Bee-bots (programmable robots)</p>	<p><u>SCIENCE</u></p> <p>Class weather chart.</p> <p>Changes seasons - Autumn</p> <p><u>HISTORY</u></p> <p>Remembrance Day.</p> <p>St. Andrew's Day (Scotland)</p> <p>Diwali - Rama and Sita</p> <p>Their family history linked to games</p> <p>Create their own '4+ time capsule'</p> <p><u>GEOGRAPHY</u></p> <p>St. Andrew's Day (Scotland)</p> <p>Their home and the local area</p> <p>Buildings in the local area</p> <p>Features of the local environment</p> <p>Visitors from the local area</p> <p>Different occupations</p> <p><u>RE</u></p> <p><u>Unit F5: Which places are special and why?</u></p> <p>Visitor from the local church</p> <p><u>Unit F6: Which stories are special and why?</u></p> <p>The Hindu festival of Diwali, The Jewish festival of Hanukah</p> <p><u>Unit F2: Why is Christmas special for Christians?</u></p>	<p><u>MUSIC</u></p> <p><u>Unit 2 -Voice</u></p> <p>Sing songs with range of notes</p> <p>Perform actions to accompany songs</p> <p>Perform actions to accompany songs</p> <p>Take turns when singing and be a good listener</p> <p>Learning Christmas songs.</p> <p>Christmas show to the rest of the school, pre-schools, parents and grandparents.</p> <p><u>ROLE-PLAY</u></p> <p>Developing the use of language through role-play</p> <p>Developing the use of language through small world play</p> <p>Use props for role-play and create their own props</p> <p><u>ART &amp; DESIGN</u></p> <p>Mixing primary colours.</p> <p>Printing - ink, sponges, paint</p> <p>Painting / colouring within the lines.</p> <p>Drawing themselves and family members</p> <p>Making and decorating Christmas decorations</p> <p>ART FOCUS LESSON - introduction to the making table</p>

HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

	PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Speaking, Listening and Understanding)	PHYSICAL DEVELOPMENT (Fine and Gross Motor) (Health and self-care)	LITERACY (Reading and Writing)	MATHEMATICAL DEVELOPMENT (Numbers, Shapes and Measures)	UNDERSTANDING THE WORLD (Science, ICT, Geography, History)	EXPRESSIVE ARTS AND DESIGN (Music, Art, Design and Role-Play)
<div>SPRING 1<sup>st</sup> HALF TERM</div> <div>4+ Year Group Assembly</div> <div>Charity Day</div> <div>TOPIC THEMES</div> <div>PLACES</div> <div>-polar regions</div> <div>-jungle</div> <div>-plains</div> <div>-the sea</div>	<p><u>PSHCE Citizenship -Identities and Diversity</u> Strangers</p> <p>Being truthful</p> <p>'Routes to Resilience - Super 7 (Cooperation, Perseverance, Good Focus, Bravery, Independence, Respect, Listening.)</p> <p>Watch film 'Inside Out' to link to our 'Zones of Emotion' class chart</p> <p>Zones of Emotion' class chart</p> <p>Safer Internet Day</p> <p>Safer Internet Day homework</p>	<p>Developing the use of language through role-play -</p> <p>Developing the use of language through small world play - polar region, jungle, savannah, sea.</p> <p>Adult supported answers to questions. (Who, What, Where, How, Why)</p> <p>Explore different tenses - for example 'play', 'playing', 'played'</p> <p>Characters and settings in stories - using adjectives to describe them</p>	<p><u>FINE MOTOR SKILLS</u> Handwriting - correct letter formation</p> <p>Scissor skills - cut circles</p> <p>Sewing - pinch sewing.</p> <p>Small equipment - hand-eye coordination</p> <p>Regular sessions of 'Dough Disco'</p> <p><u>GROSS MOTOR SKILLS</u> Twinkl PE - Dance Dinosaurs</p> <p>Yoga</p> <p><u>HEALTH AND SELF-CARE</u> Self-care - hygiene, toileting, exercise, sleep</p> <p>Learning to stay fit and healthy</p> <p>Choosing healthy snacks and drinks</p>	<p><u>DRAWING CLUB</u> Links with fine motor development, drawing, writing, numbers.</p> <p><u>READING</u> Focus Books - Commotion in the Ocean, Rumble in the Jungle, (Poetry and Rhyme Genre), Emperor's Egg (non-fiction)</p> <p>Phonics - Little Wandle Scheme Phase 3</p> <p>Little Wandle Group Reading (Decoding &amp; Blending, Prosody, Comprehension)</p> <p>Story sacks to borrow from school</p> <p><u>WRITING</u> Writing Phase 3 phonemes</p> <p>Writing Phase 3 high frequency words</p> <p>Writing captions and simple sentences</p> <p>Leave spaces between words in a caption / sentence</p> <p>Non-fiction writing</p> <p>Mother's Day cards</p>	<p><u>NUMBER AND NUMERICAL PATTERN</u> Comparing and ordering numbers</p> <p>Subitising</p> <p>Counting forwards and backwards</p> <p>Exploring different counting patterns - introduce counting in 2's</p> <p>Introducing zero</p> <p>Exploring number 5</p> <p>Using 5 frames</p> <p>Comparing numbers to 5</p> <p>Exploring number composition/ number bonds for numbers 5, 6, 7 and 8</p> <p>Using 10 frames to compare/represent numbers 1-8</p> <p>Combining 2 groups to find a total (addition), using practical equipment / fingers / Numicon</p> <p>Making pairs</p> <p><u>SHAPE SPACE AND MEASURE</u> Comparing mass</p> <p>Comparing capacity</p> <p>Introducing language for height and length</p> <p>Ordering items by length or height Everyday language linked to time</p> <p>Using timers to explore smaller units of time</p>	<p><u>SCIENCE</u> Class weather chart</p> <p>Record a weather chart - homework</p> <p>Changes - ice</p> <p>Habitats -polar regions, jungle, the savannah, the sea</p> <p>Name animal that live in the polar regions, jungle, the savannah, the sea.</p> <p>Compare habitats, animals and weather for polar regions, jungle, savannah, the sea.</p> <p>Floating and sinking - exploring and predicting</p> <p>Name some materials (linked to recycling)</p> <p><u>GEOGRAPHY</u> Habitats -polar regions, jungle, the plains, the sea</p> <p>Using globe / world map to show where the sea and land is</p> <p>To name some materials that you can recycle</p> <p>Compare habitats</p> <p>St. David's Day (Wales) St. Patrick's Day (Ireland)</p> <p>Story time - reading non-fiction texts about contrasting environments</p> <p><u>RE</u> Chinese New Year celebrations.</p> <p><u>Unit F6: Which stories are special and why?</u> Bible stories: the story of Zacchaeus; The story of the Loaves and the Fish The Sikh festival of Baiaskhi</p> <p><u>Unit F3: Why is Easter special for Christians?</u></p> <p><u>HISTORY</u> St. David's Day (Wales) St. Patrick's Day (Ireland)</p> <p>Grandparents morning linked to games from the past</p> <p>Story times - link to stories from the past. (to support understanding of past and present)</p>	<p><u>MUSIC</u> <u>Unit 3 -</u> Begin to play along to the pulse and rhythm of songs. Begin to recognise changes in tempo. Begin to play along to the rhythm of songs Begin to use pictures and images to represent sounds.</p> <p><u>ART &amp; DESIGN</u> Making puppets - paper bag hand puppets</p> <p>Junk modelling - building for a purpose and beginning to adapt work where necessary</p> <p>Create collaborative pieces of art work and junk models linked to the topic. E.g sea scene</p> <p><u>ROLE-PLAY</u> Developing the use of language through role-play</p> <p>Developing the use of language through small world play</p> <p>Use props for role-play and create their own props</p>

HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

	PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Speaking, Listening and Understanding)	PHYSICAL DEVELOPMENT (Fine and Gross Motor) (Health and self-care)	LITERACY (Reading and Writing)	MATHEMATICAL DEVELOPMENT (Numbers, Shapes and Measures)	UNDERSTANDING THE WORLD (Science, ICT, Geography, History)	EXPRESSIVE ARTS AND DESIGN (Music, Art, Design and Role-Play)
<div>SPRING 2<sup>nd</sup> HALF TERM</div> <div>TOPIC THEMES GROWTH -baby birds -plants -Jack and the Beanstalk</div>	<p><u>PSHCE</u> Citizenship - Me and My World Caring for living things</p> <p>Care for the environment</p> <p>Routes to Resilience - Super 7 (Cooperation, Perseverance, Good Focus, Bravery, Independence, Respect, Listening.)</p> <p>Stranger Danger Focus Day linked to the book 'Elmer and the Stranger'</p> <p>'Zones of Emotion' class chart</p>	<p>Asking different questions during communication &amp; language sessions (Who, What, Where, How, Why)</p> <p>Adult supported answers to questions (Who, What, Where, How, Why)</p> <p>Story retells - join in with repeated refrains and actions. Link to Pie Corbett actions</p>	<p><u>FINE MOTOR</u> Handwriting - correct letter formation</p> <p>Scissor skills - cut squares</p> <p>Regular sessions of 'Dough Disco'</p> <p>Pom-pom chick</p> <p><u>GROSS MOTOR SKILLS</u> Parachute games</p> <p>Twinkl PE Dance -The Olympics</p> <p>Yoga</p> <p><u>HEALTH AND SELF-CARE</u> Self-care - hygiene, toileting, exercise, sleep</p> <p>Learning to stay fit and healthy</p> <p>Choosing healthy snacks and drinks</p> <p>Changes that happen when they exercise</p>	<p><u>DRAWING CLUB</u> Links with fine motor development, drawing, writing, numbers.</p> <p><u>READING</u> Focus Books -, Easter Story, Jack and the Beanstalk, Sam Plants a Sunflower, From Egg to Robin, Elmer and the Stranger</p> <p>Phonics - Little Wandle Scheme Phase 3</p> <p>Learning the names of the letters of the alphabet</p> <p>Little Wandle Group Reading (Decoding &amp; Blending, Prosody, Comprehension)</p> <p>Story sacks to borrow from school</p> <p><u>WRITING</u> Writing Phase 3 phoneme</p> <p>Writing Phase 3 high frequency words</p> <p>Non-fiction writing</p> <p>Writing simple sentences</p> <p>Start to use capital letters for the beginning of sentences, full stops at the end of sentences.</p> <p>Reading and writing letters from /to people</p> <p>Easter cards</p>	<p><u>NUMBER AND NUMERICAL PATTERN</u> Comparing and ordering numbers</p> <p>Subitising</p> <p>Counting - reciting numbers from different starting points and counting forwards and backwards</p> <p>Explore different counting patterns - Introduce counting in 10's</p> <p>Comparing numbers to 10</p> <p>Exploring number composition / number bonds for numbers 9 and 10</p> <p><u>SHAPE SPACE AND MEASURE</u> Exploring 3D shape - naming and describing them</p> <p>Describing and making patterns - building in complexity from Autumn Term</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning</p> <p>Using Bee-Bots (programmable robot) - creating routes and following a set of instructions</p>	<p><u>SCIENCE</u> Class weather chart</p> <p>Changes - clay</p> <p>Signs of Spring</p> <p>Growth -plants. Name parts of a plant and be aware of what it needs to grow</p> <p>Lifecycle of a sunflower</p> <p>Lifecycle of a robin</p> <p>Planting seeds - beans, sunflowers</p> <p><u>GEOGRAPHY</u> Spring walk in the school grounds</p> <p>St Georges Day (England)</p> <p><u>HISTORY</u> Story times - link to stories from the past. (to support understanding of past and present)</p> <p>St Georges Day (England)</p> <p><u>RE</u> Mother's Day</p> <p><u>Unit F6: Which stories are special and why?</u> The Sikh festival of Baiaskhi</p> <p><u>Unit F3: Why is Easter special for Christians?</u></p>	<p><u>MUSIC</u> <u>Unit 4 - Pitch.</u> Can recognise and broadly control changes in pitch using voice and movement. Can sing sing 2 pitches in tune. Can show emotions through pitch. Can follow a graphic score to create music. Can comment and respond to recordings.</p> <p><u>ART &amp; DESIGN</u> ART FOCUS LESSON - observational drawing / painting of natural objects from the environment</p> <p>Observational drawing and painting - daffodil for Eater card</p> <p>Using clay - clay nest</p> <p><u>ROLE-PLAY</u> Role-play - Garden centre, Jack and the Beanstalk house and castle</p> <p>Adding a storyline into the game using their imagination</p>



HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

	PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Speaking, Listening and Understanding)	PHYSICAL DEVELOPMENT (Fine and Gross Motor) (Health and self-care)	LITERACY (Reading and Writing)	MATHEMATICAL DEVELOPMENT (Numbers, Shapes and Measures)	UNDERSTANDING THE WORLD (Science, ICT, Geography, History)	EXPRESSIVE ARTS AND DESIGN (Music, Art, Design and Role-Play)
<div>SUMMER 1<sup>ST</sup> HALF TERM</div> <div>TOPIC THEMES</div> <div>FANTASY BOOKS</div> <div>-Alien's Love Underpants</div> <div>-Room on the Broom</div> <div>-Supertato</div>	<p><u>PSHCE Healthy &amp; Safer Lifestyles</u> <u>- My Body &amp; Growing Up, Keeping Safe</u></p> <p>People who help us</p> <p>Taking responsibility</p> <p>Taking turns when playing games they create together</p> <p>Routes to Resilience - Super 7 (Cooperation, Perseverance, Good Focus, Bravery, Independence, Respect, Listening.)</p> <p>'Zones of Emotion' class chart</p>	<p>Role-play - Space station, castle, superhero lair, fruit and vegetable shop</p> <p>Following and giving instructions</p> <p>Work as part of a group or class, listening to the ideas of others</p> <p>Able to follow a story without pictures or props</p> <p>Correct tenses - past, present, future</p> <p>Story retells and continuing the story using their own ideas</p>	<p><u>FINE MOTOR</u> Handwriting - correct capital letter formation</p> <p>Scissors skills -cut complex shapes</p> <p>Painting / colouring within lines</p> <p><u>GROSS MOTOR</u> Twinkl PE Gymnastics - The Olympics</p> <p>Yoga</p> <p><u>HEALTH AND SELF-CARE</u> Self-care - hygiene, toileting, exercise, sleep</p> <p>Learning to stay fit and healthy</p> <p>Choosing healthy snacks and drinks</p> <p>Changes that happen when they exercise</p>	<p><u>DRAWING CLUB</u> Links with fine motor development, drawing, writing, numbers.</p> <p><u>READING</u> Focus Books - Room on the Broom, Alien's Love Underpants, Supertato</p> <p>Phonics - Little Wandle Scheme Phase 4</p> <p>Reading with their 'Year 4 Reading Buddies'</p> <p>Whole class reading</p> <p>Little Wandle Group Reading (Decoding &amp; Blending, Prosody, Comprehension)</p> <p>Story sacks to borrow from school</p> <p><u>WRITING</u> Writing more complex sentences</p> <p>Using capital letters, spaces between words and full stops with increasing accuracy</p> <p>Upper case letters on the computer keyboard</p> <p>Father's Day Cards</p> <p>Descriptive writing of a superhero, an alien and a magical potion.</p>	<p><u>NUMBER AND NUMERICAL PATTERNS</u> Continue to explore and recall number composition for numbers up to 10</p> <p>Comparing and ordering numbers</p> <p>Subitising</p> <p>Counting - Reciting numbers in order forwards and backwards crossing tens</p> <p>Practise counting in 1s, 2s 10s</p> <p>Recognising teen numbers</p> <p>Making teen numbers using numicon</p> <p>Estimating</p> <p>Adding more to a group using practical equipment / fingers / 10 frames / number lines</p> <p>Taking away - using practical equipment / fingers / 10 frames / number lines</p> <p>Doubling, Sharing and halving</p> <p>Exploring odd and even numbers</p> <p><u>SPACE SHAPE AND MEASURE</u> Spatial reasoning - exploring how combining and separating shapes make new shapes</p> <p>Spatial Reasoning - viewing models from different positions and replicating</p>	<p><u>SCIENCE</u> Signs of summer Floating and sinking - problem solving</p> <p><u>GEOGRAPHY</u> Celebrating St. George's Day (England)</p> <p><u>HISTORY</u> Story times -read books linked to the past. (to support understanding of past and present)</p> <p><u>RE</u> Father's Day</p> <p><u>Unit F6: Which stories are special and why?</u> The Buddhist festival of Wesak The Muslim festival of Eid-Il-Fitr</p>	<p><u>MUSIC</u> <u>Unit 5- Technology and Structure</u> To explore and change sounds and music through play and technology. To comment and respond to recordings of own voice, other classroom sounds and suggest symbols to represent these sounds.</p> <p><u>ART &amp; DESIGN</u> Creating their own design ideas</p> <p>Create own songs, dances and pieces of music</p> <p>Adapt their own work</p> <p>Build for a purpose using a variety of construction materials</p> <p>Making stick puppets</p> <p>Exploring pastels</p> <p>ART FOCUS LESSON - responding to abstract art</p> <p><u>ROLE-PLAY</u> Role-play - Space station, castle, Supertato shop</p> <p>Adding a storyline into the game using their imagination</p>

HIGHLIGHTED IN GREY SHOW THE LINKS BETWEEN HOME AND SCHOOL.

	PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT	COMMUNICATION AND LANGUAGE (Speaking, Listening and Understanding)	PHYSICAL DEVELOPMENT (Fine and Gross Motor) (Health and self-care)	LITERACY (Reading and Writing)	MATHEMATICAL DEVELOPMENT (Numbers, Shapes and Measures)	UNDERSTANDING THE WORLD (Science, ICT, Geography, History)	EXPRESSIVE ARTS AND DESIGN (Music, Art, Design and Role-Play)
<div>SUMMER 2<sup>nd</sup> HALF TERM</div> <div>Sport's Day - linked to 'Routes to Resilience'.</div> <div>TOPIC THEMES OUR SCHOOL COMMUNITY</div> <div>TRANSITION TO YEAR 1</div>	<p><u>PSHCE Healthier and Safer Lifestyles - Healthy Lifestyles</u></p> <p>Water safety</p> <p>Preparing for transition to Year 1</p> <p>Helping pre-school / nursery visitors to feel welcome</p> <p>Routes to Resilience - Super 7 (Cooperation, Perseverance, Good Focus, Bravery, Independence, Respect, Listening.)</p> <p>Zones of Emotion' class chart</p> <p>Visitors in school linked to Our School Community (Office staff, kitchen staff, dinner supervisors, Phase 1 leader (Deputy Head)</p>	<p>Role-play - School kitchen, school classroom, school office</p> <p>Asking questions to staff to find out more about their jobs.</p> <p>Listening to and answering questions</p> <p>Listening to stories and predicting key events</p> <p>Work as part of a group or class, listening to the ideas of others</p> <p>Following directions</p> <p>Prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p> <p>Story retells and continuing the story using their own ideas</p>	<p><u>FINE MOTOR</u></p> <p>Handwriting - correct capital letter formation</p> <p>Scissors skills -cut complex shapes</p> <p>Painting / colouring within lines</p> <p><u>GROSS MOTOR</u></p> <p>Yoga</p> <p>Team games</p> <p>Sports Day</p> <p><u>HEALTH AND SELF-CARE</u></p> <p>Self-care - hygiene, toileting, exercise, sleep</p> <p>Learning to stay fit and healthy</p> <p>Choosing healthy snacks and drinks</p> <p>Changes that happen when they exercise</p>	<p><u>DRAWING CLUB</u></p> <p>Links with fine motor development, drawing, writing, numbers.</p> <p><u>READING</u></p> <p>Focus Books - The Cautious Caterpillar, The Three Little Pigs.</p> <p>Phonics - Little Wandle Scheme Phase 4</p> <p>Linking sentences together</p> <p>Whole class reading sessions</p> <p>Little Wandle Group Reading (Decoding &amp; Blending, Prosody, Comprehension)</p> <p>Story sacks to borrow from school</p> <p><u>WRITING</u></p> <p>Joining sentences together</p> <p>Using capital letters, spaces between words and full stops with increasing accuracy</p> <p>Using adjectives in sentences</p> <p>Story retell writing of The Three Little Pigs</p>	<p><u>NUMBER AND NUMERICAL PATTERN</u></p> <p>Consolidation of number and numerical pattern concepts taught throughout the year</p> <p>Problem solving linked to number</p> <p>Word problems</p> <p><u>SHAPE SPACE AND MEASURE</u></p> <p>Consolidation of concepts taught throughout the year</p> <p>Problem solving and application of skills and knowledge</p>	<p><u>SCIENCE</u></p> <p>Revisiting the school garden to look at changes</p> <p><u>GEOGRAPHY</u></p> <p>Looking at different types of maps. Birds-eye view and street view</p> <p>Look at maps of local area</p> <p>Likes and dislikes about the school community</p> <p>Local area visit - Glen Hills Library</p> <p>Know their own address - house number, road, village, town</p> <p>Know the school address -road, village, town</p> <p>Sunny day activity - shadows</p> <p>Windy day activity - ribbons in the wind</p> <p>Hide and seek with the class bears to look at features of the classroom and school outdoor environment</p> <p><u>HISTORY</u></p> <p>Add to and compare their '4+ time capsule'. Take home for parents / carers</p> <p>History artefacts and pictures linked to our school in the past</p> <p><u>RE</u></p> <p><u>Unit F4: Being special: where do we belong?</u></p> <p>Special occasions</p> <p>Religious and non-religious ceremonies</p> <p>Christian baptism</p> <p>Muslim Aqiqah ceremony</p>	<p><u>MUSIC</u></p> <p><u>Unit 6 - 20<sup>th</sup> Century Music</u></p> <p>To identify and perform features of Country music. Big Band music and Beat box music.</p> <p>To create and practice a piece of music using features of other genres.</p> <p>To give both peer and self-assessments of performances.</p> <p><u>ROLE-PLAY</u></p> <p>Role-play - school kitchen, school classroom</p> <p>Adding a storyline into the game using their imagination</p> <p><u>ART &amp; DESIGN</u></p> <p>Junk modelling</p> <p>Combining different media in their creations</p> <p>Evaluate work of others</p> <p>Evaluate and adapt own work</p>