

Year B

	Topic 1 Whole school linked (2 weeks)	Topic 2	Topic 3	Topic 4	Topic 5
Title	Here we are	Pirates	Celebrations	All Creatures Great & Small	Once Upon a Time
Big Question?	Where are we?	Why are some objects called treasure?	Why do we celebrate?	Where do all the great and small creatures live?	What happened Once Upon a Time?
Experience / LOtC	Magic Planet/ Mindfulness	Outdoor area / Saltburn / Fairy Dell	Cathedral	Fairy Dell / Farm	Library / Seven Stories
Links to Rights Articles & Global Goals (GG)	Articles 1, 2, 3, 9, 10, 12, 13, 14, 17, 28, 29, 30, 31, GG 1, 2, 4, 13, 15	Articles 1, 2, 3, 4, 6, 7, 8, 19, 27, 28, 31, 32, 37 GG 1,2, 3, 4, 5, 6, 9, 10, 12	Articles 1, 13, 17, 27, 28, 29, 30, 31, GG 6, 7, 8, 9, 11, 12, 15,17	Articles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 18, 19, 28, 29, 30, 31, 32 GG 3, 5, 10, 13, 14, 16, 17	Articles 1, 2, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 22, 24, 29, 30, 31 GG 3, 5, 10, 16, 17
RE	Myself Collective Worship	Myself Judaism – Hannukah Collective Worship	Welcome Birthday Collective Worship	Celebrating Islam Gathering Growing Collective Worship	Good News Friends God’s Wonderful World Collective Worship
Communication & Language	Develop pretend play through the use of areas. Listen to stories with understanding using pictures as a prompt Understand a question or two-part instruction. Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them.	Listen and respond to simple instructions Able to express their feelings. Begin to join in with repertoire of songs Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases	Check understanding of simple questions Developing their communication with peers and adults. Sing a large repertoire of songs Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail	Developing their communication with peers and adults. Ask questions to find out more and to check they understand what has been said to them. Express their own point of view Use talk to help work out problems and organise thinking and activities. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	Ask questions to find out more and to check they understand what has been said to them. Develop their communication taking it in turns Using talk to organise themselves and their play Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	Engage in story times	Learn new vocabulary	Use new vocabulary in different contexts	Listen carefully to rhymes and songs, paying attention to how they sound.	Use new vocabulary through the day
				Learn rhymes, poems, and songs.	
Personal, Social, emotional Development	Manage own feelings and emotions Develop friendships with other children Build confidence to play with others See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Grow in independence Manage own feelings and emotions Independently selecting and use activities and resources Increasingly follow and understand the importance of rules Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Select and use activities and resources, with help when needed, to achieve a planned outcome. Communicate with peers to resolve conflict Extending and elaborating play ideas Think about the perspectives of others. Manage their own needs.	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>	
Physical Development	Learn to use the toilet with help, and then independently Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Learn to use the toilet with help, and then independently Show an increasing desire to be independent Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping,	Explore resources available for activities Start taking part in some group activities which they make up for themselves, or in teams Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Show an increasing desire to be independent Collaborate with others Increasingly able and remember sequences or patterns of movements. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Combine different movements with ease and fluency	Increasingly able and remember sequences or patterns of movements. Start to eat independently and learning how to use a knife and fork. Independently meet their own care needs. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

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		running, hopping, skipping, climbing.			
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>				
Literacy	<p>Share a range of books, asking questions related to the book.</p> <p>Share their own ideas</p> <p>Mark making</p>	<p>Meaning to their marks</p> <p>Repeats words/ phrases from familiar stories</p>	<p>Begin to write first names.</p> <p>Practise letter formation</p> <p>Develop their own thoughts and ideas about stories</p>	<p>Continue to practise to write first names.</p> <p>Identify initial sounds</p> <p>Understand the structure of a book and key concepts</p>	<p>Identify initial sounds</p> <p>Develop rhymes and rhythm</p> <p>Use some of their print and letter knowledge in their early writing</p>
	<p>Read individual letters by saying the sounds for them.</p> <p>Begin to write first names.</p> <p>Practise letter formation</p>	<p>Continue to read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Identify initial sounds</p> <p>Write full name with capital letters</p> <p>Practise letter formation</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to Letters and Sounds.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Continue to practise letter formation</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
	<p>Phonics Phase 1</p> <p>Nursery Rhymes</p> <p>Phonics Phase 1</p>	<p>Phonics Phase 1</p> <p>Nursery Rhymes</p> <p>Phonics Phase 2</p>	<p>Phonics Phase 1</p> <p>Nursery Rhymes</p> <p>Phonics Phase 2</p>	<p>Phonics Phase 1/2</p> <p>Nursery Rhymes</p> <p>Phonics Phase 2/3</p>	<p>Phonics Phase 2</p> <p>Nursery Rhymes</p> <p>Phonics Phase 3</p>
	<p>Texts: Here We Are</p> <p>Silly Billy (N - Lets go to Nursery)</p>	<p>Texts: Pirates love Underpants</p> <p>The Night Pirates</p> <p>My Granny is a Pirate (N)</p>	<p>Texts: Let's Celebrate</p> <p>Li's Chinese New Year</p>	<p>Texts: The Odd Egg</p> <p>Brown Bear, Brown Bear, What did you see?</p> <p>Dear Zoo</p>	<p>Texts: The Three Little Pigs</p> <p>Little Red Riding Hood</p> <p>Gingerbread Man</p>
Mathematics	<p>Complete puzzles</p> <p>Compare amounts</p>	<p>Size/ weight</p> <p>Notice patterns and arrange things in patterns</p> <p>Counting</p> <p>Subitising</p>	<p>Recite numbers 1-5.</p> <p>Show numbers representation up to 5</p> <p>Subitising</p> <p>shape</p> <p>Notice patterns and arrange things in patterns</p>	<p>Positional Language</p> <p>Subitising</p> <p>Recite numbers 1-5.</p> <p>Numeral and matching the number</p> <p>Shape</p>	<p>Subitising</p> <p>Positional Language</p> <p>Sequence of events</p> <p>Making comparisons</p> <p>weight, size, capacity.</p>
	<p>Counting</p> <p>Matching</p>	<p>Counting</p> <p>Matching. Sorting & Comparing</p> <p>Numbers 1-5</p> <p>Shape</p> <p>Early Doubling</p>	<p>Numbers 1-10</p> <p>Matching: sorting & comparing</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Early doubling</p> <p>Sharing</p>	<p>Numbers 10, 11, 12, 13, 14, 15</p> <p>Money, time, shape</p> <p>Halving, doubling, sharing</p>	<p>Numbers 16, 17, 18, 19, 20</p> <p>Money, time, shape</p> <p>Halving, doubling, sharing</p>
Understanding of the World	<p>Notices differences between people</p> <p>Explore things indoor and outdoor</p>	<p>Notice differences between people.</p> <p>Making connections with family members</p>	<p>Explore how things work.</p> <p>Explore forces</p> <p>Talk about differences of resources.</p>	<p>Know there are different countries and talk about what they have experienced or seen</p> <p>Continue to develop positive attitudes about the differences of people</p>	<p>Understand features of life cycles of animal and plants</p> <p>Begin to understand the need for respect and care for the natural environment</p>
	<p>Talk about members of their immediate family and community.</p>	<p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Draw information from a simple map.</p> <p>Floating and Sinking</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of their community.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
<p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside.</p>					

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<p>Expressive Arts & Design</p>	<p>Make simple models Joins in with songs and rhymes</p> <p>Develop storylines in their pretend play.</p>	<p>Manipulate and play with different materials. Develop pretend play</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Develop storylines in their pretend play Explore textures in different materials Explore colour and colour mixing Sing and remember entire songs</p> <p>Further develop their ability to build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p>	<p>Draw with increasing control and detail Express their thoughts and feelings</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Listen with increased attention to sounds Use drawings to represent ideas Sing the melodic shape of familiar songs</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
<p>SMSC</p>	<p>Cultural: Developing an awareness of our own culture. Ship in a bottle day 4th October UK Parliament Week 1st – 7th November Outdoor Classroom 5th November Remembrance Day 11th November Children in Need 13th November Nursery Rhyme Week 16th Novemeber</p>		<p>Cultural: Developing an awareness of different cultures. Chinese New Year-Year of the Ox 12th February</p>	<p>Cultural: Developing interest and enthusiasm in our British culture VE Day 8th May, International Day for Cultural Diversity 21st May</p>	
<p>Moral/Social: The EYFS curriculum and the school behaviour policy develops children's moral code. Promote right and wrong and ways to promote choosing the right path. Promote a safe environment for children to talk freely and openly about their feelings, emotions and fears and how we can deal with them appropriately. Right and wrong is discussed regularly to provide children with examples and models of good choices. International Women's Day 8th March, Earth Day 22 April, Global Recycling 18th March</p>					
<p>Spiritual: EYFS curriculum develops, supports and promotes a sense of enjoyment and fascination in learning about the world around them. Developing an awareness of children's own beliefs Developing respect and an understanding of empathy for all. October-Month of Extraordinary Mission</p>					