

EYFS

EYFS	ENGLISH	TOPIC(S) / British Value / 50 Things	<p><b>'ALL ABOUT ME'</b></p> <p><b>British Value</b> Individual Liberty</p> <p><b>50 Things</b> 5. Learn to skip 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'COLOUR MAGIC'</b></p> <p><b>British Value</b> Respectful</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'BEARS'</b></p> <p><b>British Value</b> Tolerance</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'ON THE FARM'</b></p> <p><b>British Value</b> Rule of Law</p> <p><b>50 Things</b> 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</p>	<p><b>'UNDER THE SEA'</b></p> <p><b>British Value</b> Individual Liberty</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'MINIBEASTS'</b></p> <p><b>British Value</b> Democracy</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>
		<p><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></p> <p><b>Whistleless</b></p> <p>Rhythmic activities. Listens to and joins in with stories and poems Making marks for meaning. Show an interest in books. Recognising own name. Begin to use jolly phonics and letters and sounds framework.</p> <p>Being aware of alliteration- initial sounds- rhyming string. Aware of the structure of stories. Recognising some words. Blending sounds. Beginning to read simple words. Hear and say sounds in words. Introduce shared reading. Begin home reading books</p>	<p><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></p> <p>Predicting stories. Describing different elements in stories. Rhyming string. Uses storylines in role play. Uses phonics to decode. Writing own name and captions. Look at some high frequency words.</p> <p>Using information books. Reading and understanding simple sentences. Attempting to write simple sentences using phonics.</p>	<p><b>Six Dinner Sid by Inga Moore</b> <b>The Gruffalo by Julia Donaldson</b> <b>Whatever Next by Jill Murphy</b></p> <p>Demonstrating an understanding of what they have read. Writing irregular common words. Writing sentences that they and others can read.</p> <p>Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. Use simple punctuation. To use phonic knowledge to write words in ways which match their spoken sounds.</p>				

MATHS	<p><b>GETTING TO KNOW YOU</b>-settling in activities</p> <p><b>JUST LIKE ME!</b>-match, sort and compare objects (Compare size, mass and capacity. Exploring pattern</p> <p><b>IT'S ME 123!</b>-Representing, comparing and the composition of number/ circles triangles and positional language</p> <p><b>LIGHT AND DARK</b>-representing numbers to 5. One more or less/Shapes with 4 sides/Time</p> <p><b>CONSOLIDATION</b></p>		<p><b>ADDITION AND SUBTRACTION:</b> Numbers to 5 (i) introducing zero, ii) Number bonds to 5)</p> <p><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)</p> <p><b>ADDITION AND SUBTRACTION:</b> Addition to 10(i) Combining two groups to find a whole, Number bonds to 10 –ten frames, iii) Number bonds to 10 – part-whole model)</p> <p><b>GEOMETRY:</b> Shape and Space (i) Spatial awareness, ii) 3-D shapes, iii) 2-D shapes)</p>		<p><b>GEOMETRY:</b> Exploring Patterns (i) Making simple patterns, ii) Exploring more complex patterns)</p> <p><b>ADDITION AND SUBTRACTION:</b> Count on and back (i) Adding by counting on, ii) Taking away by counting back)</p> <p><b>NUMBER AND PLACE VALUE:</b> Numbers to 20 (i) Counting to 20)</p> <p><b>MULTIPLICATION AND DIVISION:</b> Numerical Patterns (i) Doubling, ii) Halving and Sharing, iii) Odds and Evens)</p> <p><b>MEASUREMENT:</b> Measure 9i) Length, Height and Distance, ii) Weight, iii) Capacity)</p>		
	SCIENCE	Marvellous Me - Body	Colour Magic	Bears	On the farm	Mini beasts	Under the sea
		<p><i>Introduce the word 'scientist' and explain to the pupils what a scientist does. Revisit the word throughout the rest of the year and refer to it if the children create their own invention during their topic work.</i></p>		<p><i>Introduce the word 'scientist' and explain to the pupils what a scientist does. Revisit the word throughout the rest of the year and refer to it if the children create their own invention during their topic work.</i></p>		<p><i>Introduce the word 'scientist' and explain to the pupils what a scientist does. Revisit the word throughout the rest of the year and refer to it if the children create their own invention during their topic work.</i></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.</p> <p>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.</p> <p>Experiment with mixing colour and creating colour wheels. Use different tools to apply paint to paper.</p> <p>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)</p> <p>Experiment with drawing the whole bear and creating happy facial expressions.</p> <p>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.</p> <p>Research artists who are influenced by patterns in nature: Jan Poynter and Myrrh.</p> <p>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.</p> <p>Experiment with sculpting clay into different shapes.</p> <p>Draw insects from observation.</p> <p>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.</p> <p>Individually make their own fish in the style of Pfister and collate to create a whole class display.</p>	
	COMPUTING						

<b>DESIGN AND TECHNOLOGY</b>	<b>Marvellous Me</b> Exploring tools and materials: play dough, Construction for purpose Tap a shape Threading shapes Material sorting for purpose.	<b>Colour Magic</b> Rainbow cakes Candle holders out of clay.	<b>Bears</b> Using natural materials construct 'dens' for their bears. Creating bird feeders	<b>On the Farm</b> Constructing farmyards Exploring fruits and vegetables and talking about a healthy diet.	<b>Mini-Beasts</b> Junk model minibeasts Minibeast holders	<b>Under the Sea</b> Threading fish
	<b>GEOGRAPHY</b>					
	<b>HISTORY</b>					
	<b>MUSIC</b>	<b>Me</b> Listening and responding to different styles. Learning nursery rhymes and actions. Learning to find the pulse.	<b>My stories</b> Listening and responding to different styles. Learning to copy different rhythms. Learning names and sounds of percussion instruments  <b>Christmas Nativity</b>	<b>Everyone</b> Listening to music from around the world. Learning about high and low pitch. Learning the names and sounds of tuned percussion instruments.	<b>Our world</b> Listening to music from around the world Singing and learning to play instruments with a song.	<b>Big Bear Funk</b> Listening to funk music. Improvising with voices and instruments. Riff based compositions
<b>PE</b>	<b>Walking 1</b> To explore walking using different body parts in different directions, at different levels and at different speeds.	<b>Jumping 1</b> To explore jumping, in different directions, at different speeds and different levels.	<b>High, Low, Over and Under</b> To introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.	<b>Nursery Rhymes</b> To explore different movements using different parts of the body.	<b>Ourselves</b> To explore different movements using different parts of the body.	<b>Health and Well- being (Y1)</b> To understand what agility means and explore ways of being more 'agile' when moving. To understand why we need to be agile when playing sport.

		<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>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>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>Moving</b></p> <p>To continue to 'champion gymnastics' by moving and making shapes using different body parts.</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>Team Building (Y1)</b></p> <p>To introduce teamwork.</p> <p>To understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>To start to learn and understand what makes an effective team.</p>
<b>RE</b>		<p><b>THEME:</b> Special People</p> <p><b>KEY QUESTION:</b> What makes people special?</p> <p><b>RELIGIONS:</b> Christianity, Judaism</p>	<p><b>THEME:</b> Christmas</p> <p><b>CONCEPT:</b> Incarnation</p> <p><b>KEY QUESTION:</b> What is Christmas?</p> <p><b>RELIGIONS:</b> Christianity</p>	<p><b>THEME:</b> Celebrations</p> <p><b>KEY QUESTION:</b> How do people celebrate?</p> <p><b>RELIGIONS:</b> Hinduism</p>	<p><b>THEME:</b> Easter</p> <p><b>CONCEPT:</b> Salvation</p> <p><b>KEY QUESTION:</b> What is Easter?</p> <p><b>RELIGIONS:</b> Christianity</p>	<p><b>THEME:</b> Stories</p> <p><b>KEY QUESTION:</b> What can we learn from stories?</p> <p><b>RELIGIONS:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>THEME:</b> Special Places</p> <p><b>KEY QUESTION:</b> What makes places special?</p> <p><b>RELIGIONS:</b> Christianity, Islam, Judaism</p>