

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/ Theme	All about me People who helps us	Celebrations Countries/ The world	Once upon a time	Nature/ Growth	Amazing animals	Journeys
Theme stories	What Makes me a Me By Ben Faulkes Perfectly Norman By Tom Percival All About Families By Usborne Open Wide...What's Inside? By Alex and Helen Rushworth Superhero's Like Me Dr Ranj Emergency! By Margaret Mayo	The Christmas story The night before Christmas Binny's Diwali By Shweta Chopra and Schuchi Mehta The Scarecrows Wedding By Julia Donaldson One Snowy Night By Nick Butterworth Babushka: A Christmas Tale By Dawn Casey Bonfire Night Sparks in the Sky Twinkl e-book	Little red riding hood The snow queen The knight, the princess and the magic rock Mr Wolf's Pancakes By Jan Fearnley The Princess and the Pea By Rachel Isadora The Three Billy Goats Gruff Winnie and Wilbur at Chinese New Year By Valerie Thomas Rapunzel (Once Upon a World)	The street beneath my feet Jack and The Beanstalk Farmer Duck By Martin Waddell Henny Penny By Paul Galdone The runaway tree	Dear Zoo Brown bear, brown bear Superworm By Julia Donaldson Bird Builds a Nest By Martin Jenkins The Lion Who Wanted to Love By Giles Andreae Hello Hello By Brendon Wensel Sharing a Shell By Julia Donaldson My Green Day By Melanie Walsh	Lost and Found By Oliver Jeffers The Runaway Train By Benedict Blathwayt Super Submarines By Tom Mitton Rocket Girl By Didi Dragon The Journey By Aaron Becker
Talk for Writing	We're going on a bear hunt. The little red hen Handa's surprise (Black history month)	The stickman Walking through the jungle Room on the broom	Three little pigs The gingerbread man Little red riding hood	The giant turnip The little red hen Trees full of wonder	The gruffalo Owl Babies Where the wild things are	Whatever next On my way home How to catch a star
Songs (themes)	Head, Shoulders, Knees and Toes Miss Polly had a Dolly Jack and Jill	Down in the jungle Five little ducks Rudolph	Pat-o-cake The grand old duke of York Humpty dumpty	Old macdonald had a farm Mary had a little lamb	Bingo A sailor went to sea	Row, row, row your boat The wheels on the bus Zoom, zoom, zoom

C&L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
Communication and language	Welcome to EYFS Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar Print. Sharing facts – All about me! Mood Monsters. Shared stories. Model talk routines through the day.	Tell me a story! Develop vocabulary. Discovering Passions. Tell me a story - retelling stories, Story language. Listening and responding to stories. Following instructions. Taking part in discussion. Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Tell me why! Using language in full sentences. Asks how and why questions... Discovering Passions. Retell a story with story language. Ask questions to find out more and to check they understand what has been said to them. Discuss events and characters in a story. Engage in non-fiction texts. Listen to and talk about stories to build familiarity and understanding.	Talk it through! Describe events in detail – time connectives. Discovering Passions. Understand how to listen carefully and why listening is important. Talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story. Engage in non-fiction texts.	What happened? Discovering Passions. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Offer explanations for what happened using recently introduced language.	Time to share! Discovering Passions. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Join morning assemblies.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal, social and emotional development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
Personal, social and emotional development	<p>Jigsaw <u>Being me in my world</u> Who me? My belonging. How am I feelings. Being at school. Gentle hands. Our rights and responsibilities.</p> <p>Naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques. Know that some actions and words can hurt others feelings. Handwashing Snack station Class rules: Behavioural expectations& systems in the class/boundaries set Class rules What makes me special.</p>	<p>Jigsaw <u>Celebrating differences</u> What am I good at? I’m special, I’m me! Families/ different families. Houses and homes. Making friends. Standing up for yourself.</p> <p>Celebrating differences. I know what it means to be respectful and to be treated with respect. Celebrating cultural difference through celebrations. Anti Bullying week. Children in Need.</p>	<p>Jigsaw <u>Dreams and goals!</u> Challenges and perseverance. Never giving up. Setting a goal. Obstacles and support. The future. Jobs. Feeling proud.</p> <p>Talking about goals. Creating friendships. Have strategies to regulate. ...</p>	<p>Jigsaw <u>Healthy me</u> Everybody’s body. Moving. Why is resting good for our bodies. Healthy eating choices. Sleeping. Keeping clean. Stranger danger.</p> <p>Being kind to living creatures. Taking care of animals (frogs/butterflies/live eggs) Understanding life cycles. Plant growing.</p>	<p>Jigsaw <u>Relationships</u> My family and me. Being lonely. Solving disagreements. Falling out. Bullying. Calming down. Being the best friend we can be.</p> <p>Importance of exercise. The importance of healthy eating. Oral Health. Growth.</p>	<p>Jigsaw <u>Changing me</u> Naming the body parts. Respecting my body. Growing up. Transition. A years reflection.</p> <p>I know that caring relationships are at the heart of happy families. I know what makes a good friend. Caring for our world. Journeys I have taken. Transition into Year 1. Year 1 readiness.</p>

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Fine motor	Threading, cutting, weaving, playdough, Funky Finger activities. Manipulate objects with good fine motor skills . Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip developed.	Threading, cutting, weaving, playdough, Funky Finger activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip . Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut	Threading, cutting, weaving, playdough, Funky Finger activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line with scissors. Start to cut along a curved line.	Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross motor	Cooperation games Climbing – outdoor equipment. Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities.	Balance- children moving with confidence. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Races / team games involving gross motor movements dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely.