

	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
EYFS Enquiries	Who are we?	What is Autumn?	How do people celebrate?	What is winter?	What stories do we know?	How do we move?	What is Easter?	What lives and grows near us?	Where can we go?
PRIME: Communi- cation and Language	The development of children’s spoken language underpins all seven areas of learning and development. C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies, daily stories and singing/rhyme times.								
	Listen and respond to a story. Talk about a familiar experience.	Respond to a simple set of instructions or questions. Develop their vocabulary – using words from topics and stories covered in class.		Understand how to listen carefully. Understand why listening is important.		Follow more complex instructions. Use talk to help work out problems and organise thinking.		Hold a back-and-forth conversation with an adult or peer. Join in with simple rhymes, poems and songs learnt throughout the year.	ELGs: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PRIME: Physical Developm- ent	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Children will have daily access to outdoor space to revise and refine the fundamental movement skills they have already acquired. They will learn about the different factors that support their overall health and wellbeing and develop the skills they need to manage the school day successfully. Fine motor control and precision will be practised daily and helps with hand-eye co-ordination, which is later linked to early literacy.								
	Develop coordination and balance Introduction of PE lessons: <ul style="list-style-type: none">• Getting changed• Following instructions• ‘Stop and Go’ games	Use their core muscle strength to achieve good posture when sitting at a table or on the floor. Uses large construction to build.		Able to climb over, under and through obstacles independently. PE lessons: <ul style="list-style-type: none">• Using a racket• Aiming at targets and nets		Able to balance on and off equipment. Confidently and safely use a range of apparatus indoors and outdoors - alone and in a group. PE lessons: <ul style="list-style-type: none">• Jumping and landing• Throwing and fielding		Obstacle activities - moving over, under, through and around Dance / moving to music PE Lessons: <ul style="list-style-type: none">• Athletics: running, jumping and throwing. Sports Day activities	ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Develop their small motor skills in daily 'Funky Fingers'	Develop their small motor skills in daily 'Funky Fingers'	Develop their small motor skills in daily 'Funky Fingers'	Develop their small motor skills in daily 'Funky Fingers'	Develop their small motor skills in daily 'Funky Fingers'	ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
PRIME: PSED and 'Jigsaw' scheme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and fundamental to their cognitive development. 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.					
	Jigsaw PSHE scheme: Being me in my world.	Jigsaw PSHE scheme: Celebrating difference	Jigsaw PSHE scheme: Dreams and Goals	Jigsaw PSHE scheme: Healthy Me	Jigsaw PSHE scheme: Relationships	Jigsaw PSHE scheme: Changing me ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
SPECIFIC: Maths	Developing a strong grounding in number is essential to develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. The curriculum will include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children will be encouraged to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk about what they notice and not be afraid to make mistakes.					
	Number: Subitising Counting skills Explore how all numbers are made of 1s Composition of 3 and 4 Comparison of amounts SSM: Sorting (into groups) Time (my day)	Number: Counting skills Comparison of sets by matching Explore the concept of part and whole Composition of 3, 4, 5. Matching numerals to quantity Verbal counting beyond 20 SSM: Quadrilaterals, Pentagons	Number: Subitising within 5 Matching numerals to quantities Understand each number is one more than the previous number Compare sets and use language of comparison Make unequal sets equal. SSM: Consolidate recognition of 2D shapes	Number: Ordering numbers Use the language of 'less than' Doubles Sorting numbers according to attributes – odd and even SSM: Time – yesterday, tomorrow, before, after Mastering Number programme daily	Number: Counting larger sets and things that cannot be seen Subitising Composition of numbers to 10 Comparison Number patterns Recall of number bonds to 5 SSM Making more complex patterns	ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.

SPECIFIC: LITERACY : Reading And Writing	<p>It is crucial for children to develop a life-long love of reading.</p> <p>Reading consists of two dimensions: language comprehension and word reading:</p> <p>Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.</p> <p>Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<u>Comprehension</u>	Sequencing familiar stories through the use of pictures. Engage in conversations about stories.	Understand the key concepts about print:	Children can talk about a story and are beginning to identify: -main characters -settings -main events	Children can talk about a story and are confidently able to identify: -main characters -settings -main events	Children confidently use story telling language when acting out a narrative, such as: <ul style="list-style-type: none"> • Once upon a time • One day • They all lived happily ever after 	<p>ELG:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
<u>Phonics</u>	<p>Baseline:</p> <p>Read some single-letter Set 1 sounds.</p> <p>Recognise own name</p>	<p>Phonics: Groups</p> <p>RWI expectation:</p> <p>Read all Set 1 sounds.</p> <p>Blend sounds into words orally.</p>	<p>Phonics: Groups</p> <p>RWI expectation:</p> <p>Blend sounds to read words.</p> <p>Read short Ditty stories.</p>	<p>Phonics: Groups</p> <p>RWI expectation:</p> <p>Read Red storybooks</p>	<p>Phonics: Groups</p> <p>RWI expectation:</p> <p>Read Green Storybooks</p> <p>Read some Set 2 sounds</p>	<p>Phonics: Groups</p> <p>RWI expectation:</p> <p>Read Green or Purple Storybooks</p> <p>ELG:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<u>Writing</u>	Recognise their name and make marks or letters to represent it.	Develop good posture when sitting at a table or sitting on the floor.	Begins to form recognisable letters and some are formed correctly.	Begin to develop the foundations of a handwriting style.	Re-read what they have written to check that it makes sense.	<p>ELG:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

SPECIFIC: Understand ing the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Every week we have an outdoor learning session (GO – ‘Get Outdoors’) which focuses on ‘noticing’ all that is around us in our environment – using our senses and developing our vocabulary.</p>					
	All about me: our amazing bodies, our senses.	Seasonal changes – Autumn Poppy Day Bonfire Night and Guy Fawkes. Celebrations: Birthdays Diwali Christmas Computing: Computational thinking: Use Barefoot Computing: Awesome Autumn	Seasonal changes – Winter Snow, ice, places that are always cold. Children understand and talk about parts of the world being colder Computing: Computational thinking: Use Barefoot Computing: Winter Wamers	Places that are different to Gillingham and getting there. How can we travel? What helps us to travel further? Computing: Computational thinking: Use Barefoot Computing: Springtime	Seasonal changes – Spring Hungry Caterpillar – link to being healthy and eating healthy foods. Our gardens and the school garden: Plants & minibeasts near us. Frog and ladybird life Computing: Computational thinking: Use Barefoot Computing: Summer Fun	<p>ELG: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
SPECIFIC: Expressiv e arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity.</p> <p>It is important that children have regular opportunities to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p>					
	Use drawing materials to create pictures with a range of lines and shapes. Creates models out of junk Take part in simple pretend play, sometimes playing with others to develop storylines. Sing along with nursery rhymes and action songs.	Draw shapes/ marks to represent objects/people. Build models using construction equipment and junk.. Recognise and sing high and low pitch.	Draw a representation of themselves. Make imaginative ‘small worlds’ with blocks and construction kits, such as a city. Listen and respond to different styles of music..	Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Use particular colours to paint pictures – eg. Green for a tree, yellow for the sun. Begins to plan a design before creating. High and low sounds	Has a go at drawing an object from observation Mixes colours to produce different shades ideas, resources and skills. Explore performing with different instruments. Create sound effects.	<p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories</p> <p>Invent, adapt and recount narrative and stories with peers and their teachers Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>