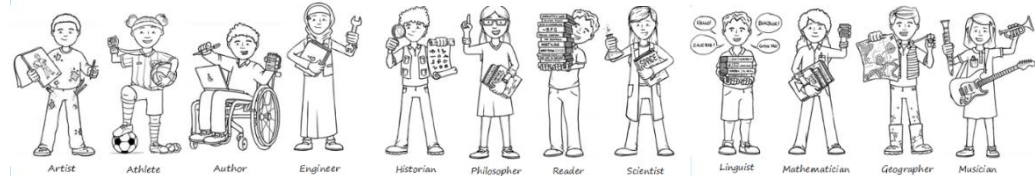


EYFS: Wren Class: Annual Overview 2026-2027 – incorporating ‘Curious City’

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Curious City Characters and ‘States of Being’												
EYFS Enquiries	Who are we? <i>Ourselves – then and now</i> <i>Our families</i> <i>Being part of a school</i> <i>Being a Wren at Wyke</i>		What is Autumn? <i>Colours</i> <i>Seasons</i> <i>Darkness</i> <i>Hibernation</i>	How do people celebrate? <i>(inc Christmas and Diwali)</i>	What is winter? <i>Water/Ice</i> <i>Keeping warm</i>	What stories do we know? <i>Traditional stories</i> <i>Characters</i> <i>Materials</i>	How do we move? <i>Animals/Us – bodies: muscles and bones.</i> <i>Wheels</i> <i>Past/Present vehicles</i>	What is Easter? <i>Spring</i> <i>New Life</i> <i>Life cycles</i>	What lives and grows near us? <i>Spring and growth</i> <i>Minibeasts</i> <i>Being healthy</i>		Where can we go? <i>Where are we now – home</i> <i>Our street/our school/our town.</i> <i>Travel and Journeys</i> <i>Holidays</i> <i>Our world</i> <i>Transition to Year 1</i>	
End of Enquiry Challenge	Floorbook introduction and display		Make a cosy den.	Christmas Performance	Rescue the toys from ice	Set up a ‘swap shop’ book library	Design and make a vehicle that can move.		Grow a plant Hatch some chicks or some butterflies.		Plan and go on a train journey	
Texts	The Colour Monster Colour Monster Goes to School Funnybones So Much! We Are Family Titch Once there were giants Super Duper You! Happy in our skin Home In every home, on every street It’s a no money day. Our Senses (non-fic)		Autumn (non-fic) Pumpkin Soup Christopher Pumpkin A Dark, Dark Tale Tree: Seasons come, Seasons Go It Was a Cold, Dark Night Little Glow A Hibernation Story The Jolly Christmas Postman Stickman Jesus’ Christmas Party The Christmas Story The Polar Express		Snow and Ice (non-fic) The Snowman Percy Parkeeper: One Snowy Night Winnie in Winter Library Mouse The Blue Balloon Selection of traditional stories: (to be conf.) The Three Little Pigs Goldilocks Three Billy Goats Gruff The Chinese New Year story		My Amazing Body (non-fic) Creature Features (non-fic) Mrs Armitage on Wheels Naughty Bus The 100 Decker Bus Mr Gumpy’s Motor Car The Train Ride The Easter Story We’re going on an Easter Hunt		Jasper’s Beanstalk Jack/Jim and the Beanstalk The Enormous Turnip The Hungry Caterpillar The World Came to my Place Today (non-fic) The Giant Jam Sandwich The Extraordinary Gardener Aaaaarrgghh Spider! The Very Busy Spider The Bad Tempered Ladybird Ten Things I Can do to Help my World (non-fic) Dinosaurs and All That Rubbish		Home (revisit) In every house, on every street (revisit) Rosie’s Walk Journey You Choose The Snail and the Whale Atlases (non-fic) On the Way Back Home Beegu Things I can do to help my world (re visit) Memory Bottles	
Experiences	Starting school!	Harvest Festival	Stourhead Visit – Autumn walk Dark Tent – hibernation Poppy Day and Ch in N day. Nativity Church visit		Winter walk Library visit		Mr Baker - old vehicle visit Wheels Day World Book Day		Visit to the garden centre.		Firefighter visit Train Ride!	

PRIME: Communica- tion and Language GOAL: To become a Lively Linguist! 	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.					
	Understand a question or instruction with two parts. Listen and respond to a story. Talk about a familiar experience. Engage in a conversation with an adult or peer. Take part in pretend play. Take part in a circle game. Express a point of view 'I like...'; 'I don't like...' Talk about a familiar book. Ask a question. Attempt to use some plurals/tenses.	Respond to a simple set of instructions or questions. Listen and respond to stories – recalling main events. Listen in a range of situations Develop their vocabulary – using words from topics and stories covered in class. Start a conversation with a friend or an adult. Use some multi-syllabic words. Use talk to organise their play. Use talk to communicate needs, news, feelings and ideas. Listen and join in with simple rhymes, poems and songs Take part in simple discussions Take part in 'Helicopter Stories'	Understand how to listen carefully. Understand why listening is important. Listen to, and talk about, stories to build familiarity and understanding. Start to recognise and use some story language. Begin to make predictions about what will happen next in a story. Ask questions to find out more and to check they understand what has been said to them. Play a role in class discussions. Use some plurals/tenses. Take part in 'Helicopter Stories'	Listen attentively in a range of situations – understanding how to listen well. Switch attention from one task to another. Listen to, talk about and ask questions about stories. Make predictions when reading stories. Follow more complex instructions. Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking. Engage in non-fiction books. Retell a story using some story language. Describe an event in some detail. Ask how and why questions. Take part in 'Helicopter Stories'	Listen to, and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary. Listen during an assembly and recall some of what was said. Hold a back-and-forth conversation with an adult or peer. Join in with simple rhymes, poems and songs learnt throughout the year. Use talk in different ways – to develop thinking, to collaborate, to plan with others and to express ideas. Explain how things work and why things might happen. Articulate their ideas in well-formed sentences.	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 Development	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.					
GOAL: Gross Motor: To become an Amazing Athlete 	Baseline Children's gross motor skills. 'Storycises' sessions to build core strength Introduction of PE lessons: • Getting changed • Following instructions When ready begin PE Hub: Choose sessions from 'Speed, Agility Travel: Unit 1: • to move in different directions. • to keep our bodies safe in running games. • to listen and respond with quick movements • to stop safely. • to move our bodies at different speeds, fast and slow, and stay in control. • to use and improve all our movement skills. Introduce and use apparatus safely. Develop coordination and balance Negotiate equipment and other people. Weekly 'GO' Learning sessions (Get Outdoors) 'Get Cycling' lesson	'Storycises' sessions to build core strength PE lessons: PE Hub: Body management: Unit 1: • to balance and carry beanbags with different parts of our bodies. • to reach and stretch to pick up different objects • to reach and stretch to get equipment. • to make bridge and balance shapes with our body • to travel over and under apparatus. • to reach and stretch with our left and right hands and feet Use large construction to build. Weekly 'GO' Learning sessions (Get Outdoors) 'Get Cycling' lesson Use their core muscle strength to achieve good posture when sitting at a table or on the floor.	'Storycises' sessions to build core strength PE lessons: PE Hub: Cooperate and Solve problems: Unit 1: • to recognise card symbols and numbers while moving and playing games • to work with a partner to cross the river • to use our bodies to make number shapes. • to match colours to actions and move in different ways • to work with others to make patterns. • to work with a partner to complete challenges. Progress towards a more fluent style of moving with developing control and grace. Able to climb over, under and through obstacles independently. Weekly 'GO' Learning sessions (Get Outdoors) 'Get Cycling' lesson	PE lessons: PE Hub: Dance: Unit 1: • to use our imagination to move like a car • how to move our bodies like a ship moves in the wind • to use our bodies in different ways to be trains and tunnels • how to communicate using Makaton sign language • how to tell a story about building a house using our bodies • to dance like fire and put a fire out Confidently and safely use a range of apparatus indoors and outdoors - alone and in a group. Sit with good posture at a table to write. Weekly 'GO' Learning sessions (Get Outdoors) 'Get Cycling' lesson	PE lessons: PE Hub: Gymnastics: Unit 1: • to move safely. • to take off and land on two feet. • to balance and move balls and beanbags. • to travel using large and small body parts. • to work with others to move, balance and control equipment safely. • to perform an alphabet of shapes. Prep for Sports Day Combine different movements with ease and fluency. Obstacle activities - moving over, under, through and around Weekly 'GO' Learning sessions (Get Outdoors) 'Get Cycling' lesson	PE lessons: PE Hub: Manipulation and Coordination: Unit 1: • to handle a balloon. • to handle a ball. • to hop, jump and step. • to send a ball or beanbag. • to send and stop in a game. Weekly 'GO' Learning sessions (Get Outdoors) 'Get Cycling' lesson 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.
GOAL: Fine Motor: To become an Excellent Engineer! 	Develop fine motor skills in daily 'Funky Fingers' Use scissors to make snips Hold pencil in fingers not whole hand grasp. Show preference for a dominant hand. Mould and shape clay with fingers and tools. Copy some recognisable letter shapes from name. Attempt to hold cutlery correctly.	Develop fine motor skills in daily 'Funky Fingers' Develop muscle tone to put pencil pressure on paper. Hold pencil effectively - attempting a tripod grip. Use tools to effect changes to materials Draw recognisable objects or shapes in work. Use scissors to make snips and cut lines. Begin to form letters correctly.	Develop fine motor skills in daily 'Funky Fingers' Hold pencil effectively - attempting a tripod grip. Sit with good posture at a table to write. Handle tools, objects, construction and malleable materials with inc. control. Use scissors to cut along curved lines. Becoming more independent with cutlery.	Develop fine motor skills in daily 'Funky Fingers' Develop and strengthen tripod pencil grip. Most letters correctly formed. Sit with good posture at a table to write. Handle tools, objects, construction and malleable materials with increasing control. Cut along a straight line with scissors, then a curved line - like a circle	Develop fine motor skills in daily 'Funky Fingers' Develop the foundations of a handwriting style which is fast, accurate and efficient. Use one hand consistently for fine motor tasks. Use scissors to cut around more complex shapes. Use a knife and fork independently.	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 GOALS: To become a Compassionate citizen; An Independent Individual And a Fantastic Friend!   	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. Focus attention for a short period of time. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’. Confident to access the environment with minimal support. Start to manage their own needs – with a little help/a few reminders: • Toileting • Washing hands • Drink • Snack • Coats • Changing for PE Play with other children - taking turns or sharing with a little adult support. Start to be aware of class/school rules and expectations. Begin to build relationships with the adults and children in class. Leuven Scales assessments	Jigsaw PSHE scheme: Celebrating difference Identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous... Begin to think how others may be feeling. Focus attention in a whole class group for a teaching session. Learning to persevere when facing a challenge. Make independent choices and confident to try new things. Increasingly follow class/school rules and understand why it is important to do so. Becomes more independent managing their own needs. Build good relationships with adults and peers. Begin to develop appropriate ways of being assertive in their play. Introduce ‘Rainbow Challenges’	Jigsaw PSHE scheme: Dreams and Goals Show confidence in new social situations. Not always needing an adult to remind them of a rule. Continue to develop the skills needed to manage the school day – follow routines more independently. Become more aware of how others are feeling – identifying when another child is upset and responding appropriately. Develop managing their own needs with increasing perseverance and resilience. Able to see themselves as valuable and be positive about themselves. Celebrate difference and begin to show tolerance. Rainbow Challenges.	Jigsaw PSHE scheme: Healthy Me More confident to tackle new challenges. Understands we learn from mistakes. Follows school and class rules and can talk about their importance. Can label and talk about own and others’ emotions. Talk about what is right and wrong and how there are consequences for actions. Knows some ways to keep healthy. Completes set challenges independently. Cooperates with others, taking turns, listening and sharing some ideas. Begin to find solutions for conflict and rivalry using words. Rainbow Challenges.	Jigsaw PSHE scheme: Relationships Show resilience and perseverance when faced with challenge. Consider the perspective of others. Taking part in sports day: winning and losing. Make healthy choices about food, drink, activity and teeth brushing. Become more independent in dealing with conflict and develop negotiating skills. Rainbow Challenges.	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.					
GOAL: Gross Motor: To become a Master Mathematician 	Number: Numbers to 5 Comparing Groups - quantities of identical & non-identical objects Change within 5 - one more & one less Introduce 1, 2, 3 Consolidate to 3 SSM: Sorting (into groups) Time (my day) 2D shape (recognition and describing sides) Money (1p, 2p, 5p) Time (Identifying numbers on a clock) Circle 1 on the clock; 1p 2 on the clock; 2p; 2 step repeating patterns; Triangles; 3 on the clock; 3p; 3 step repeating patterns; Mastering Number programme daily	Number: Introduce 4 Introduce 5 Consolidate to 5 Composition of numbers to 5 Number bonds to 5 Comparing quantities of identical, then non identical objects 1 more / 1 less Introduce taking away SSM: Quadrilaterals; 4 on the clock Pentagons; 5 on the clock; 5p Sorting into groups My day – time Mastering Number programme daily	Number: Introducing 0 Number bonds to 5 Counting to 6 and the Six-ness of 6 Counting to 7 and the Seven-ness of 7 Counting to 8 and the Eight-ness of 8 Counting to 9 and the Nine-ness of 9 SSM: Consolidate recognition of 2D shapes with up to 5 sides (Circle, Semicircle, Triangle, Square, Rectangle, Pentagon) 3D shapes Sorting Pattern Time Weight Capacity Length and measure 5 o'clock and pentagons 6 o'clock and hexagons Mastering Number programme daily	Numbers 7, 8, 9, 10 Halving Doubling Sharing Subitising Number: Counting to 10 The Ten-ness of 10 Combining two groups to find the whole Number bonds to 10 – ten frames Number bonds to 10 – part whole model Comparing groups up to 10 SSM: 7 o'clock and heptagons 8 o'clock and octagons 9 o'clock and nonagons 10 o'clock and decagons 10p coin and ways of making 10p with other coins Time – related to things we do in the day Time – yesterday, tomorrow, before, after Mastering Number programme daily	To 20 and Beyond Building numbers beyond 10, then 10-15 Counting patterns beyond 10 Doubling and halving Sharing Odds and evens Patterns Making more complex patterns Find my pattern Mastering Number programme daily	Number Numbers 16, 17, 18, 19, 20 Halving, Doubling, Sharing, Subitising Measure Length, Weight, Capacity Mastering Number programme daily 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	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading: 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. 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)					
<u>Comprehension</u> GOAL: to become a Radiant Reader! 	Understand the key concepts about print: • print has meaning • print has different purposes Sequencing familiar stories through the use of pictures. Engage in conversations about stories. Learn new vocabulary.	Understand the key concepts about print: • we read left to right • we read top to bottom • names of the different parts of a book. • Page sequencing Retell stories related to events through acting/role play.	Children can talk about a story and are beginning to identify: -main characters -settings -main events Make up stories – including beginning to take part in ‘Helicopter Stories’. Identifies non-fiction texts, remembering facts.	Children can talk about a story and are confidently able to identify: -main characters -settings -main events Children begin to use the vocabulary and story language from previous texts Can retell and make up own stories using vocabulary that has been learnt. Beginning to understand that a non-fiction is a non-story and that it gives information. Fiction means story.	Children can re-read what they have written to check that it makes sense. Children confidently use story telling language when acting out a narrative, such as: • Once upon a time • One day • They all lived happily ever after Retell a story with actions or picture prompts as part of a group – including, during ‘Helicopter Stories’ Sort books into categories.	ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
<u>Phonics</u>	Baseline: Read some single-letter Set 1 sounds. Recognise own name (Write own name?) Can orally blend a few CVC words. Able to rhyme	Phonics: Groups RWI expectation: Read all Set 1 sounds. Blend sounds into words orally. Activities: Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Phonics: Groups RWI expectation: Blend sounds to read words. Read short Ditty stories. Activities: Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Read Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Phonics: Groups RWI expectation: Read Red storybooks Activities Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.7 Read Word Time 1.1 to 1.6 Read 3/4 sound nonsense words Spell using Fred Fingers	Phonics: Groups RWI expectation: Read Green Storybooks Read some Set 2 sounds Activities: Read Set 2 Sounds and matching Phonics Green Words Read Set 1 Phonics Green Words including longer words and build speed Read nonsense words Spell using Fred Fingers	Phonics: Groups RWI expectation: Read Green or Purple Storybooks ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

<u>Writing</u> GOAL: To become an Acclaimed Author! 	Recognise their name and make marks or letters to represent it. Have a dominant hand Develop an effective pencil grip Gives meaning to the marks they make when drawing, painting or writing - and can 'read' back their marks. Hears and identifies initial sounds in words. Hears and identifies final sounds in words. Orally blends and segments the sounds heard in words.	Use some of their print and letter knowledge in their early writing Develop good posture when sitting at a table or sitting on the floor. Develop a tripod grip Begin to use a range of tools competently, safely and confidently. Writes most or all of their name with a capital letter at the beginning (not all formed correctly) Correctly identifies and writes initial sounds heard in words. Starting to write CVC words.	Begins to form recognisable letters and some are formed correctly. Writes own name – mostly correctly formed. Writes the sounds in CVC words in the correct order Spells words by identifying the sounds and then writing the sound with letter/s using phonic knowledge. Writes some tricky words correctly.	Begin to develop the foundations of a handwriting style. Beginning to write some longer words. Starting to recognise capital letters and attempt to write. Writes a label or caption.	Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Attempts to writes simple sentences. Beginning to put finger spaces between some words. Sometimes uses a capital letter or full-stop in a sentence (not always in the correct place).	ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Writing for a purpose. Possible ideas:	My name Birthday cards Labelling our body parts Harvest and shopping lists Labels and captions Message centre	Autumn colour poems Describing words Christmas cards Christmas lists Birthday cards for Jesus	Describing words for winter/ice Character descriptions 'Wanted' posters Instructions Recipes – Gingerbread man Creating story maps.	Writing a new adventure for 'Naughty Bus'. Bike inventions Easter words/pictures. Easter cards Easter hunt clues – for another class/Mr B?	Instructuons: How to grow a plant How to look after a chick How to look after a minibeast. Lists of foods to put in a smoothie – then make it!	Letters to children far away! Tickets for travel Holiday guides Memories

SPECIFIC: Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. 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. 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.					
GOALS: To become a Great Geographer  A Happy Historian  And a Sensational Scientist! 	All about me: our amazing bodies, our senses. How have we changed since being a baby. How children and adults are different. Compare old and new toys My family. Jobs within our families. Similarities and differences between us and our families. My school and my place within it. Computing: Computational thinking: Use Barefoot Computing: Busy Bodies	Seasonal changes – Autumn Talk about what they notice about the weather on a daily basis and how this impacts them. Discuss that certain animals live in woodland/forests and name some common woodland animals. How can we help animals as the weather gets cold? Begin to recognise that we celebrate certain events because of what happened many years ago: Poppy Day Bonfire Night and Guy Fawkes. Celebrations: Birthdays Diwali Christmas - find out about how we celebrate in Christmas in our homes Compare with Polish/other cultures in our class Computing: Computational thinking: Use Barefoot Computing: Awesome Autumn	Seasonal changes – Winter Talk about what they notice about the weather on a daily basis and how this impacts them. Snow, ice, places that are always cold. Children understand and talk about parts of the world being colder and be able to point these out on a Globe. Children will explore collections of materials with similar and/or different properties as part of their enquiry on traditional stories: Gingerbread man – changes to materials - cooking Three little pigs – material properties - house building Three Billy Goats Gruff – raft to cross the river – floating and sinking. Computing: Computational thinking: Use Barefoot Computing: Winter Warmers	Places that are different to Gillingham and getting there. How can we travel? What helps us to travel further? Vehicles Vehicles now and in the past Forces - pushing and pulling; floating and sinking. What is beyond our world? Space and future travel. Celebrating Easter – the story and traditions. Computing: Computational thinking: Use Barefoot Computing: Springtime	Seasonal changes – Spring Children will: - Know that a plant is a living thing. - recognise and name parts of a plant. - begin to understand how to look after plants. - name some UK based animals and foods and recognise that different plants grow in different parts of the world. Hungry Caterpillar – link to being healthy and eating healthy foods. Other ways to be healthy: - Keeping Clean - Exercising - Looking after our teeth - Healthy minds – sharing worries Looking after our planet: recycling, reducing and reusing. Computing: Computational thinking: Use Barefoot Computing: Summer Fun Summer 2: Where are we? Talk about what we know and like about our own env. and how environments vary from one another. Use geographical vocabulary for familiar places/features. Understand what a map is and what they are used for. Explore atlases and globes. Computing: Computational thinking: Use Barefoot Computing: Boats Ahoy!	ELG: Past and Present: Talk about the lives of the people around them and their roles in society. Know some sims and diffs 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. People, Culture and Communities: Describe their immediate env. using knowledge from obs, discussions, stories, non-fiction texts and maps. Know some sims between diff religious and cultural communities in this country. Explain some sims and diffs between life in this other countries, drawing on knowledge from stories, non-fiction texts and maps. The Natural World: Explore the natural world around them, making obs and drawing pictures. Know some sims and diffs between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Scientific investigations	My senses investigations – What can I feel? Taste? Smell?	Leaf Chromatography investigation: https://www.playdoughtoplato.com/leaf-chromatography/	Let's make ice! How can we melt it quickly?	Ramps / Friction Pushing and Pulling Magnets	Lets grow! Floating and Sinking	Recycling

SPECIFIC: Expressive arts and Design GOALS: To become an Amazing Artist,  an Excellent Engineer,  And a Marvellous Musician! 	The development of children’s artistic and cultural awareness supports their imagination and creativity. 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.					
	Use drawing materials to create pictures with a range of lines and shapes. Explore paint using different objects Creates models out of junk Happily explores a range of different techniques and variety of materials, Can cut with scissors to make lines or snips Enjoys malleable materials Take part in simple pretend play, sometimes playing with others to develop storylines. Sing along with nursery rhymes and action songs. Make their voice/singing loud and quiet. Explore sounds and how they can be changed. Experiment with a range of percussion instruments. Tap a beat/ clap in time to a piece of music/simple song.	Draw shapes/ marks to represent objects/people. Beginning to explore and mix colours. Use objects/tools to print with to create a pattern or image with support Build models using construction equipment and junk.. Uses moulding tools with malleable materials. Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Recognise and sing high and low pitch. Move appropriately to music at different speeds. Play instruments to accompany singing and with increasing control.	Draw a representation of themselves. Make some independent choices about resources needed. Starts to show some control when using a paintbrush. Explore how red, blue and yellow paint can be mixed to make different colours. Joins materials using, tape, glue and split pins with support. Cuts along curved lines Develop storylines/ story language in their pretend play. Make imaginative ‘small worlds’. Listen and respond to different styles of music.. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Recognise difference between high and low pitch. Use drawing to represent ideas like movement or loud noises. Create music.	Uses diff techniques and materials to achieve effect and talk about what has been created. Use particular colours to paint Pictures. Mix paints to make certain colours. Become more independent at joining materials. Begins to plan a design before creating. Uses a range of tools and equipment and selects the most appropriate. Begin to develop complex stories using small world equipment. Collects resources to develop own role play storylines. Listen attentively, move to and talk about music, dance and performing art - expressing their feelings and responses. Move in time to the pattern of a song. High and low sounds Sing and play an instrument along with a song. Tap out a repeated rhythm	Has a go at drawing an object from observation Prints independently to create a pattern or image Mixes colours to produce different shades Evaluates and adapts their creations with support - refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Invent, adapt and recount narrative and stories with peers and their teachers Sing in a group or on their own, increasingly matching the pitch and following the melody. Perform movements to match a beat. Explore and engage in music making and dance, performing solo or in groups Uses instruments to compose own music. Explore performing with different instruments and create sound effects.	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 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
Assessment Opportunities	Analyse nursery assessments Baseline data on entry National Baseline data by end of term	On-going assessments Baseline analysis Pupil Progress meetings PPM Parents evening End of term assessments	On-going assessments GLD Projections SVC moderations EYFS meetings with SVC Mid-Year Annual Report writing	On-going assessments Pupil progress meetings	On-going assessments Pupil progress meetings EYFS Profile	On-going assessments Parents evening info and summative reports Parents evening
Parental Involvement	Home visits Harvest Assembly Home / School Agreement Phonics/Writing workshop Wow moments shared Parents Evening	Weekly ‘Come and Play’ sessions introduced. Books at Bedtime Nativity Wow moments shared	‘Come and Learn with Us’ afternoon. ‘Come and Play’ weekly sessions Wow moments shared	Easter fun – egg rolling/competitions. ‘Come and Play’ weekly sessions Wow moments shared	‘Come and Play’ weekly sessions ‘Come and Learn with Us’ afternoon. Sports Day Wow moments shared	Parents Evening (optional) Parent’s Picnic (Sports day) ‘Come and Play’ weekly sessions Wow moments shared