

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

	EYFS		Autumn	Spring		Summer	
Year	All about me		Toys	Amazing Humans	Growth	Story Telling	Seaside
A -	Growth Mind	set Focus	Growth Mindset Focus	Growth Mindset Focus	Growth Mindset Focus	Growth Mindset Focus	Growth Mindset Focus
Characteristics of Learning	Have a growt Don't worry i Learn from m Be excited to Be Cooperati Listen to other	f it goes wrong. istake.s try new things. ve - Barry the Bee	Don't Give up Danny the Dog Work hard. Practise lots. Keep going. Try new strategies. Ask for help. Start again. Take a brain break Enjoy Leaning- Eleanor the Elephant Feel proud of all your achievements. Feel your neurons connecting. Imagine your intelligence growing by the minute. Use what you have learnt in real life. Know you can do it if you have input and you practice.	Be Curious- Curious George Ask Questions Notice things. Look for patterns and connections. Think of possible reasons. Research Ask What if?	Use your imagination- Tilly the Tortoise Be Creative. Let your imagination go. Think up new ideas and questions.	Concentrate- Charlie the Cheetah Get lost in the task. Don't get distracted. Do one thing at a time break things down. Plan carefully and think it through. Draw diagrams, jot down your ideas or things which help you think.	Keep Improving- Horatio the Horse Keep reviewing your work. Identify your best bits. Improve one thing firs.t Try to be better than last time. Don't try and compare yourself to others, only yourself! Take small steps.
Communication and Language	Learn Use n Conn Deve Engag Lister Retel some Lister Engag Lister	 Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Develop social phrases. Engage in story times. 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. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 			In previous skills and also focus on: Ind out more and to check they understand whas and thoughts in well-formed sentences. Isome detail. In out problems and organise thinking and actly in different contexts. In ms and songs.		s work and why they might happen.

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At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11 Page 2 of 15 **EYFS** Autumn Summer Spring My Body & Growing Up **Keeping Safe Including Drug Education Beginning & Belonging** MMR1 BBF **HSL1 BGF HSL2 KSF** • How am I special and what is special about other people in my class? • What does my body look like? • What are some situations where I need to think about how to keep • What have I learnt to do and what would I like to learn next? SR • How has my body changed as it has grown? myself safer? • How do we welcome new people to our class? • What can my body do? • Do I understand simple safety rules for when I am at home, at • What differences and similarities are there between our bodies? • What can I do to help everyone in our classroom feel safer and happier? school and when I am out and about? • What are the clues my body gives me if I am feeling unsafe? MS • How can I play and work well with others? SR • How can I look after my body and keep it clean? MS • How can I show I am listening to an adult? SR • How am I learning to take care of myself and what do I still need help • Can I say 'No!' if I feel unsafe or unsure about something? MS • What can help me to follow instructions? SR with? MS • Can I ask for help and tell people who care for me if I feel unsafe, Family & Friends incl. anti-bullying • Who are the members of my family and trusted people who look after worried or upset? SR MMR2 FFF • Who are the people who help to keep me safe? PP Personal, Social and Emotional Development • Who are my special people and why are they special to me? BR • What goes on to and into my body and who puts it there? MS • How do I feel about growing up? • Who is in my family and how do we care for each other? BR **Healthy Lifestyles** • Why do people use medicines? MS • What is a friend and how can I be a good one? BR **HSL3 HLF** • What are the safety rules relating to medicines and who helps me • How do I make new friends? BR What things can I do when I feel good and healthy? with these? MS • How can I respect my own needs and the needs of others? BR • What can't I do when I am feeling ill or not so healthy? **Identities & Diversity** • How can I make up with friends when I have fallen out with them? BR • What can I do to help keep my body healthy? MS **CIT1 IDF** • How does what I do affect others? BR • Why are food and drink are good for us? MS • Who are the people in my class and how are we similar to and • Do I know what to do if someone is unkind to me? SR • How can I make healthier choices about food? MS different from each other? PCC My Emotions • Who are the people in my family, and who are the people in other What is exercise is and why is it good for us? **MMR3 MEF** families? • Why are rest and sleep good for us? • Can I recognise and talk about my feelings? SR Me & My World • What is especially important to my family and me? • Can I recognise emotions in other people and say how they might be feeling? SR **CITF MWF** • What are some of the similarities and differences in the way • Do I know what might cause different emotions in myself and other people? SR • Who are the people who help to look after me and my school? PP people live their lives? PCC • How might I and others feel when things change? SR • How can I help to look after my school? • What is life like in other countries? PCC • What are some simple ways to help myself feel better? SR • How can I help to care for my things at home? • How can we value different types of people including what they • How can I help other people feel better? SR • Where do I live and what are the different places and features in my believe in and how they live their lives? • What could I do when things are difficult for me? MS neighbourhood? PCC • How do we celebrate what we believe in and how is this different • Who are the people who live and work in my neighbourhood, for different people? PCC including people who help me? PP • How can we look after the local neighbourhood and keep it special for

• What is money and why do we need it?

• What do animals and plants need to live and how can I help to take

everybody?

care of them?



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Page **3** of **15 EYFS** Autumn Summer Spring Progress towards a more fluent style of moving, with developing Revise and refine the fundamental movement skills they have already acquired: Revise and refine the fundamental movement skills they have already - rolling acquired: control and grace. - crawling - rolling - walking crawling Develop the overall body strength, co-ordination, balance and agility - walking needed to engage successfully with future physical education - jumping - jumping sessions and other physical disciplines including dance, gymnastics, - running - hopping - running sport and swimming. - skipping hopping Confidently and safely use a range of large and small apparatus - climbing skipping - climbing indoors and outside, alone and in a group. Physical Development Large Motor Skills Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing Develop overall body-strength, balance, co-ordination and agility. control and grace. Develop confidence, competence, precision and accuracy when Further develop and refine a range of ball skills including: throwing, catching, kicking, Develop the overall body strength, co-ordination, balance and agility engaging in activities that involve a ball. passing, batting, and aiming. needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools competently, Develop their small motor skills so that they can use a range of tools Develop their small motor skills so that they can use a range of tools safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, competently, safely and confidently. Suggested tools: pencils for competently, safely and confidently. Suggested tools: pencils for scissors, knives, forks and spoons. drawing and writing, paintbrushes, scissors, knives, forks and spoons. drawing and writing, paintbrushes, scissors, knives, forks and spoons. **Motor Skills** Use their core muscle strength to achieve a good posture when sitting at a table or Use their core muscle strength to achieve a good posture when sitting Use their core muscle strength to achieve a good posture when sitting on the floor. at a table or sitting on the floor. sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, - lining up and queuing accurate and efficient. - mealtimes Further develop the skills they need to manage the school day successfully: Further develop the skills they need to manage the school day - lining up and queuing successfully: - mealtimes - lining up and queuing - mealtimes The above objectives are taken from Development Matters skills for reception. Below are the year A & B units covered in the PE Get Set 4 PE sessions which EYFS participate in with KS1. Differentiation will be necessary in the lessons to ensure the EYFS access the lessons at the appropriate level. The EYFS children will be developing many of the basic skills within each lesson. **Fundamentals Athletics Gymnastics Dance** Invasion Net and Wall Ball skills Sending and receiving Teamwork Striking and fielding **Fitness** Yoga



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EYI	FS	Autumn		Spring		ummer
Literacy	у					
Phonics Read Write Inc.	Set 1 & Blending Introduce Red Words 1 (Rocket Words)	Set 1 & blending Read Red Words 1	Review Set 1 & blending Practice & Spell Red Words 1 Read Red words 2	Set 2 Review Set 1 & blending Practice & Spell Red Words 1 Read Red words 2	Set 2 Review Set 1 & blending Practice & Spell Red Words 1&2 Read Red words	Review Set 1,2 & Blending Letter Names Practice & Spell Red Words 1- Read Red words 4
Handwriting	Practice formation of sounds as letters are introduced. Practice formation of digits 0-5.		Letter Formation Around letters c,a,o,d,g,q Down letters l,t,b,p,k,h,l,j,m,n,r,u,y Curly letters e.f.s Zig-Zag letters v.w.z.x Review digits 0-5, Practice 6-9		Relative size of letters Small 'boat letters' a,c,e,l,m,n,o,r,s,u,v,w,x,z Below the line 'water letters'. g,j,p,q,y Tall letters 'sun letters' b,d,h,k,l,t,f Review digits 0-9	
Literacy Skills	Mark Making Holding a pencil effectively. Writing Names. Retelling Stories and sequencing- story maps.	Writing CVC words Labels & captions. Retelling stories and sequencing- story maps. Performing Christmas Nativity.	Writing Sentence/s using a full stop. Writing stories using story maps. Lists and Instructions.	Writing sentences using a full stop. Comparing Fiction and Non-Fiction.	Capital Letters Writing sentences using capital letter and full stops. Recounts.	Capital Letters Writing sentences using capital letter and full stops.



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EY	FS	Autumn		Spring		Summer	
	All About me!			Amazing Humans		Story Telling	
	Non-Fiction All about me!		_	Non-Fiction			
				Book about our bodies		Non-Fiction Tours Guide of Buckingham Pal	ace
	Books about					Books about Castles	
	Books about	iditilics		Fiction		Books about custics	
	Fiction			Traditional Tale		Fiction	
	Traditional Ta	ale		The Little Red Hen (Talk for	r writing)	Paddington at the palace by M	ichael Bond
		tle Pigs (Talk for writing)		Handa's Surprise by Eileen	•	The rabbit belongs to Emily Bro	
		use by Michael Rosen		Weather Stories-	Browne	Traditional Tale	Will by cressing cowell
		ome by Jill Murphy		The Cloud Spotter by Tom	McI aughlin	Jack and the Beanstalk-	
	On the way in	onic by sin marpiny		1	way home by Emma Hogan	SHHH! By Sally Grindley Alterna	ative Tale
	Rhythm and	Rhyma		My Friend the Weather Mo	, ,		achael Mortimer- Alternative Tale.
	-	at Jack Built (Talk for wri	iting)	iviy i fielia tile weather wit	onster by Steve Smallman	Jack and the Jeny Beam Stark- K	actide Mortimer-Atternative rate.
	The House th	at Jack Dullt (Talk for Wil	iting)	Rhythm and Rhyme		Rhythm and Rhyme	
	Skills Focus			Don't forget the Bacon by	Dat Hutching	Jesters- Telling Jokes	
	Mark Making			Don't lorget the bacon by	rat nutchins	Jesters- rening jokes	
	_			Skilla Facus		Chille Feerre	
		ncil effectively.		Skills Focus	full stars	Skills Focus	
	Writing Name			Writing Sentence/s using a Writing stories using story	•	Capital Letters.	Latter and full stone
	Reteiling Stor	Retelling Stories and sequencing- story maps.			maps.	Writing sentences using capital	letter and full stops.
				Lists and Instructions.		Recounts.	
	Toys			6			
	Non- Fiction	and Carltonian atta		Growth		Consido	
		eed – Cooking instruction	ns	Non-Fiction	Leads.	Seaside	
	Space Books			Books about animals and p	liants	Non- Fiction	
	F1.11			F1.11.		Book about the seaside including	ng plants and animals
v	Fiction	S.L. II de .		Fiction	D. H	Ft. at a	
Units	Dogger by Sh			Jaspar's Beanstalk by Nick		Fiction Grandad's Island by Ronii Davies	
	•	Julia Donaldson	Day of	The Hungry Caterpillar by E		Grandad's Island by Benji Davies	
		ales: Goldilocks & the Th		Dear Zoo by Rod Campbell		The Snail and the Whale/Tiddler by Julia Donaldson	
	_	ead Man (Talk for writing	g)	The Tiger who came to tea	by Judith Kerr	The Big Blue Whale by Nicola Davies	
	wnatever ne	xt! By Jill Murphy		Chille Feeter		The storm whale by Benji Davies	
				Skills Focus Writing sentences using a f	Full atom	Rhythm and Rhyme	
	•	Rhythm and Rhyme Roaring Rockets by Tony Mitton			·		
		•		Comparing Fiction and Nor	1-FICTION.	Commotion in the Ocean by Julia Donaldson (Talk for Writing)	
	Goodnight M	oon by Margaret Wise B	rown			0.33	
	Chille Feet			Baalaa mana ah mana in lina a	with abilduards into year	Skills Focus	
	Skills Focus			Books may change in line with children's interest.		Capital Letters.	Hallace and C. H. ata and
	Writing CVC					Writing sentences using capital letter and full stops.	
	Labels & capt						
		ies and sequencing- stor	y maps.			Books may change in line with	children's interest.
	Performing C	Performing Christmas Nativity.					
	Deales were absured in line with abildural sintenest						
	Books may change in line with children's interest.						
	Civ Diagram Ci	l bu logo NA	Doory by Aloyie Doors	Formson Developes 8.4 - 12 -	Mar Carraga do Orabia a hardado do carrado	Duby/s Marris by Trans Service	Iulia Danaldarii Chariar
		by Inga Moore	Beegu by Alexis Deacon	Farmer Duck by Martin	Mr Grumpy's Outing by John Burningham	Ruby's Worry by Tom Percival	Julia Donaldson Stories
5 5	_	Ballet by Anna Kemp	Rosie's Walk by Pat Hutchins	Waddell	Mrs Armitage on wheels by Quentin Blake	Oi! Duck by Kes Grey	'Giant Jelly Jaws and the Pirates' by
eac		a Lion by Helen	Peace at Last by Jill Murphy	The Elephant and the Bad	Alan's Big, Scary Teeth by Jarvis	Grandad's Secret Giant by	Helen Baugh and Ben Mantle
jo r	Stephens	h		Baby by Elfrida Vipont	'Tad' by Benji Davies	David Litchfield	The Pirates Next Door by Jonny
ks t ece	•	who squabbled by		Odd Dog Out by Tom	Tadpole's Promise by Jeanne Willis	Katie in London by James	Duddle
Books to read t	Rachel Bright			Hardy		Mayhew	Not quite Narwhal by Jessie Sima
<u> </u>							



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EY	FS	Autumn		Spring		Summer		
Mathematics	White Rose Phase 1-Just Like Me! Number: Match and Sort. Compare Amounts. Measure, Shape and Spatial Thinki Compare Size, Mass & Capacity. Exploring Pattern. Phase 2- It's Me 1 2 3! Number: Representing 1,2 & 3. Comparing 1,2, & 3. Composition of 1,2, & 3. Measure, Shape and Spatial Thinki Circles and Triangles. Positional Language. Phase 3- Light and Dark Number: Representing Numbers to 5. One More and Less. Measure, Shape and Spatial Thinki Shapes with 4 sides. Time. Consolidation.	ng:	White Rose Phase 4- Alive in 5! Number: Introducing Zero. Comparing Numbers to 5 Composition of 4 & 5. Measure, Shape and Spate Compare Mass (2). Compare Capacity (2). Phase 5- Growing 6,7,8 6,7, & 8 Making Pairs. Combining 2 Groups. Measure, Shape and Spate Length & Height. Time. Phase 6- Building 9&10 Number. 9 & 10. Comparing Numbers to 1 Bonds to 10. Measure, Shape and Spate 3D shape. Pattern (2).	ial Thinking:	White Rose Phase 7- To 20 and Beyond Number: Building Numbers. Beyond 10. Counting Patterns. Beyond 10. Measure, Shape and Spatial T Spatial Reasoning (1). Match, Rotate, Manipulate. Phase 8- First Then Now Adding More. Taking Away. Measure, Shape and Spatial T Spatial Reasoning (2.) Compose and Decompose. Phase 9- Find My Pattern Number: Doubling. Sharing and Grouping. Even and Odd.	White Rose Phase 7- To 20 and Beyond Number: Building Numbers. Beyond 10. Counting Patterns. Beyond 10. Measure, Shape and Spatial Thinking: Spatial Reasoning (1). Match, Rotate, Manipulate. Phase 8- First Then Now Adding More. Taking Away. Measure, Shape and Spatial Thinking: Spatial Reasoning (2.) Compose and Decompose. Phase 9- Find My Pattern Number: Doubling. Sharing and Grouping. Even and Odd. Measure, Shape and Spatial Thinking:		
Understanding the World	What do I enjoy? My School- Rules and Routines. People who help us in school. My Family. My House, houses in Newbold. Autumn. Exploring Materials.	Favourite Toys. Space including history of space. Dinosaurs. Vehicles. Winter. Light/Dark. Exploring electric circuits. Using Beebots. Using apps to draw and colour.	How have I changed? Food. Keeping Healthy. People who help us.	Plants Caring for the Environment . Animals & Life cycles. Spring.	Castles including History of Ashby Castle. Being a tourist in London. Comparing London to Zambia.	The Beach including plants and animals. Holidays. Pirates. Summer.		
Science	Autumn. Exploring Materials.	Favourite Toys. Vehicles. Winter. Light/Dark.	Food /Keeping Healthy. Growing up.	Plants. Animals & Life cycles. Spring. PSHE unit Me & My World.		The Beach. Summer.		
History	My Family.	History of Bears. Bonfire Night.	How have I changed? People who help us?	Pancake Day.	History of Ashby Castle. Knights.	The Beach.		
Geography	My House/ Houses in Newbold.		People who help us.	Caring for the Environment.	Ashby Castle.	The Beach. Holidays. Travel Agent, London compared to Zambia.		

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Page **7** of **15 EYFS** Summer Autumn Spring 1.7 Who is Jewish and how do they live? Part 1 1.1 What do Christians believe God is like? (God) F1 Why is the word 'God' so important to Christians? Religious Education 1.2 Who do Christians say made the world? (Creation) F2 Why is Christmas special for Christians? 1.6 Who is a Muslim and how do we live? Part 1 1.3 Why does Christmas Matter to Christians? (Incarnation) 1.9 How should we care for the world and for others, and why does Consider revisiting Easter story using an activity from F3 Why is Easter it matter? Link into Festival Diwali- Story of Rama and Sita (Hindu) special to Christians? Hindu stories about Ganesh and Krishna During the year the EYFS children will have an opportunity to explore, learn and develop their computing skills. They will use Word to write. PAINT on the computer to draw • Beebots and remote control toys Colouring Apps on the ipad Games related to topics on the ipad Computing CD player • The ipad to take photos • The internet to search for information with an adult Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Reception, Physical Development, Development Matters) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception, Expressive Arts and Design, Development Matters) Explore how things work (Understanding of the World, Development matters 3&4 year olds) They will also talk about safety online during PSHE lessons in the summer term. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. (Reception Development Matters) **Expressive Art and Design** Through free play the EYFS children have access to a wide range of resources and tools. Therefore they are continuously able to: • Develop their small motor skills so that they can use a range of tools competently, safely and confidently Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Art & Design The areas of learning below are adult directed activities. **Development Matters Reception** Colour Mixing Activities. Drawing Skills. Shell Art. Self Portraits. Painting skills. Rock Pool - Wax crayon with paint. Christmas Cards. Exploring Texture. Mother's Day & Easter Cards. Junk modelling & construction- Making houses. Construction linked to topic. Vehicles and movement. Shades and Shelters (Cooper's Cutting). Making Castle for Role play area. Ы Making Lighthouses.



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			Therejore eneod	rage one another and band et	Tage		
E	/FS	Autumn			Spring	Summer	
Cooki	Icing for face biscuits. Gingerbread People for Children in Need.				Fruit Smoothies. Fruit juice Ice Iollies.		
Music	Music Expres Y2 Ourselves Y2 Toys- Bear	- Exploring Sounds.	Music Express Units. Y1 Seasons- Pitch. Y1 Travel- Performance. Additional Christmas Performance	Music Express Units. Y1 Our Bodies- Beat. Y1 Storytime- Exploring sounds.	Music Express Units. Y2 Water- Pitch. Y2 Number- Beat. Additional Florence Nightingale Musical. Jack and the Beanstalk Musical. Include some of the pitch ideas and characters voices, Jack going up and down the beanstalk.	Music Express Units. Y1 Our School- Exploring Sounds. Y1 Pattern Beat.	Music Express Units. Y2 Weather- Exploring Sounds. Y2 Animals- Pitch.

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	EY	EYFS		Autumn			Spring	S	Summer	
Year		All about me		Toys	Amazing Humans		Growth	Story Telling	Seaside	
В		Growth Mindset Focus Have a go -Holly the Hippo Have a growth mindset. Don't worry if it goes wrong.		Growth Mindset Focus Don't Give up Danny the Dog Work hard. Practise lots.	Be Curious- Curious George Ask Questions notice things. Look for patterns and connections.		Growth Mindset Focus Use your imagination- Tilly the Tortoise Be Creative.	Concentrate- Charlie the Cheetah Get lost in the task. Don't get distracted.	Keep Improving- Horatio the Horse Keep reviewing your work. Identify your best bits.	
	Characteristics of Learning	Be Cooperati Listen to othe Say when you	try new things. ve - Barry the Bee	Keep going. Try new strategies. Ask for help. Start again. Take a brain break. Enjoy Leaning- Eleanor the Elephant Feel proud of all your achievements. Feel your neurons connecting. Imagine your intelligence growing by the minute. Use what you have learnt in real life. Know you can do it if you have input and you practice.	1	possible reasons. h Ask What if?	Let your imagination go. Think up new ideas and questions.	Do one thing at a time break things down. Plan carefully and think it through. Draw diagrams, jot down your ideas or things which help you think.	Improve one thing first. Try to be better than last time. Don't try and compare yourself to others, only yourself! Take small steps.	
	Communication and Language	 Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. 			•	Articulate their ideas and tho Describe events in some deta	re and to check they understand what bughts in well-formed sentences. bill. blems and organise thinking and activitient contexts.	has been said to them. ties, and to explain how things work and	d why they might happen.	



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EYFS Summer Autumn Spring

Beginning & Belonging MMR1 BBF

- How am I special and what is special about other people in my class?
- What have I learnt to do and what would I like to learn next? SR
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- How can I play and work well with others? SR
- How can I show I am listening to an adult? SR
- What can help me to follow instructions? SR

Family & Friends incl. anti-bullying MMR2 FFF

- Who are my special people and why are they special to me? BR
- Who is in my family and how do we care for each other? BR
- What is a friend and how can I be a good one? BR
- How do I make new friends? BR
- How can I respect my own needs and the needs of others? BR
- How can I make up with friends when I have fallen out with them? BR
- How does what I do affect others? BR
- Do I know what to do if someone is unkind to me? SR

My Emotions MMR3 MEF

- Can I recognise and talk about my feelings? SR
- Can I recognise emotions in other people and say how they might be feeling? SR
- Do I know what might cause different emotions in myself and other people? SR
- How might I and others feel when things change? SR
- What are some simple ways to help myself feel better? SR
- How can I help other people feel better? SR
- What could I do when things are difficult for me? MS

My Body & Growing Up **HSL1 BGF**

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean? MS
- How am I learning to take care of myself and what do I still need help with? MS
- Who are the members of my family and trusted people who look after
- How do I feel about growing up?

Healthy Lifestyles HSL3 HLF

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- What can I do to help keep my body healthy? MS
- Why are food and drink are good for us? MS
- How can I make healthier choices about food? MS
- What is exercise is and why is it good for us?
 - Why are rest and sleep good for us?

Me & My World **CITF MWF**

- Who are the people who help to look after me and my school? PP
- How can I help to look after my school?
- How can I help to care for my things at home?
- Where do I live and what are the different places and features in my neighbourhood? PCC
- Who are the people who live and work in my neighbourhood, including people who help me? PP
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?

Keeping Safe Including Drug Education HSL2 KSF

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- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

Identities & Diversity CIT1 IDF

- Who are the people in my class and how are we similar to and different from each other? PCC
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- What are some of the similarities and differences in the way people live their lives? PCC
- What is life like in other countries? PCC
- How can we value different types of people including what they believe in and how they live their lives?
- How do we celebrate what we believe in and how is this different for different people? PCC

Personal, Social and Emotional Development



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EYFS Autumn Summer Spring Revise and refine the fundamental movement skills they have already Revise and refine the fundamental movement skills they have already Progress towards a more fluent style of moving, with developing control acquired: acquired: - rolling - rolling Develop the overall body strength, co-ordination, balance and agility. crawling crawling needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. walking - walking Confidently and safely use a range of large and small apparatus indoors and - jumping jumping running - running outside, alone and in a group. Physical Development Large Motor Skills Develop overall body-strength, balance, co-ordination and agility. - hopping hopping - skipping - skipping Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. climbing - climbing Progress towards a more fluent style of moving, with developing control Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility Develop overall body-strength, balance, co-ordination and agility. needed to engage successfully with future physical education sessions and Further develop and refine a range of ball skills including: throwing, other physical disciplines including dance, gymnastics, sport and swimming. catching, kicking, passing, batting, and aiming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools Develop their small motor skills so that they can use a range of tools Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing competently, safely and confidently. Suggested tools: pencils for drawing competently, safely and confidently. Suggested tools: pencils for drawing Skills and writing, paintbrushes, scissors, knives, forks and spoons. and writing, paintbrushes, scissors, knives, forks and spoons. and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a Use their core muscle strength to achieve a good posture when sitting at a Use their core muscle strength to achieve a good posture when sitting at a Small Motor table or sitting on the floor. table or sitting on the floor. table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and Further develop the skills they need to manage the school day successfully: Combine different movements with ease and fluency. Further develop the skills they need to manage the school day successfully: lining up and queuing efficient. - mealtimes - lining up and queuing Further develop the skills they need to manage the school day successfully: - mealtimes - lining up and queuing - mealtimes The above objectives are taken from Development Matters skills for reception. Below are the year A & B units covered in the PE Get Set 4 PE sessions which EYFS participate in with KS1. Differentiation will be necessary in the lessons to ensure the EYFS access the lessons at the appropriate level. The EYFS children will be developing many of the basic skills within each lesson. **Athletics Fundamentals** Gymnastics Dance Invasion Net and Wall PE Target games Sending and receiving **Fitness Team Building Ball Skills** Striking and fielding Literacy Set 1 & Blending Set 1 & blending Review Set 1 & blending Set 2 Review Set 1 & blending Set 2 Review Set 1 & blending Review Set 1,2 & Blending Phonics Read Write Inc. **Letter Names** Introduce Red Words 1. Read Red Words 1. Practice & Spell Red Words 1. Practice & Spell Red Words 1. Practice & Spell Red Words 1&2. (Rocket Words) Read Red words 2. Read Red words 2. Read Red words. Practice & Spell Red Words 1-3. Read Red words 4. Practice formation of sounds as letters are introduced **Letter Formation Relative size of letters** Practice formation of digits 0-5 Handwriting Around letters c,a,o,d,g,q Small 'boat letters' a,c,e,I,m,n,o,r,s,u,v,w,x,z Down letters I,t,b,p,k,h,I,j,m,n,r,u,y Below the line 'water letters'. g,j,p,q,y Curly letters e.f.s Tall letters 'sun letters' b,d,h,k,l,t,f Zig-Zag letters v.w.z.x Review digits 0-9 Review digits 0-5, Practice 6-9

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EYF:	3	Autumn			Spring	Summer	
Literacy Skills	Mark Making Holding a pencil effectively Writing Names Retelling Stories and sequencing- story maps	Writing CVC words Labels & captions Retelling stories and sequencing- story maps Performing Christmas Nativity	Writing	Sentence/s using a full stop. stories using story maps Instructions	Writing sentences using a full stop. Comparing Fiction and Non Fiction	Capital Letters Writing sentences using capital letter and full stops. Recounts	Capital Letters Writing sentences using capital letter and full stops.
Units	All About me! Non-Fiction All about me! Books about families Fiction Traditional Tale The Three Little Pigs (Talk for writing) This is our house by Michael Rosen On the way home by Jill Murphy Rhythm and Rhyme The House that Jack Built (Talk for writing) Writing Names Retelling Stories and sequencing- stor Toys Non- Fiction Children in Need — Cooking instruction Space Books Fiction Dogger by Shirley Hughes Stick Man by Julia Donaldson Traditional Tales: Goldilocks & the The The Gingerbread Man (Talk for writing Whatever next! By Jill Murphy Rhythm and Rhyme Roaring Rockets by Tony Mitton Goodnight Moon by Margaret Wise B Skills Focus Writing CVC words. Labels & captions. Retelling stories and sequencing- stor Performing Christmas Nativity.	iting) ry maps ree Bears g)	Non-Fict Book about Fiction Tradition The Little Handa's Weather The Clou Nelly and My Frier Rhythm Don't fo Skills Fo Writing States and Growth Non-Fict Books all Fiction Jaspar's The Hun Dear Zoo The Tige Skills Fo Writing States Comparis	nal Tale e Red Hen (Talk for writing) Surprise by Eileen Browne Stories- Id Spotter by Tom McLaughlin Id Nora- The Windy way home Id the Weather Monster by St and Rhyme If the Bacon by Pat Hutchir cus Sentence/s using a full stop. Instructions ion Ioout animals and plants Beanstalk by Nick Butterwort gry Caterpillar by Eric Carle Io by Rod Campbell Ir who came to tea by Judith ke	e by Emma Hogan teve Smallman h Kerr	Story Telling Non-Fiction Tours Guide of Buckingham Palace Books about Castles Fiction Paddington at the palace by Michael The rabbit belongs to Emily Brown. E Traditional Tale Jack and the Beanstalk- SHHH! By Sally Grindley Alternative Jack and the Jelly Bean Stalk- Rachael Rhythm and Rhyme Jesters- Telling Jokes Skills Focus Capital Letters Writing sentences using capital lette Recounts Seaside Non- Fiction Book about the seaside including plate Fiction Grandad's Island by Benji Davies The Snail and the Whale/ Tiddler by The Big Blue Whale by Nicola Davies The storm whale by Benji Davies The storm whale by Benji Davies Rhythm and Rhyme Commotion in the Ocean by Julia Do Skills Focus Capital Letters. Writing sentences using capital lette Books may change in line with childre	Tale If Mortimer- Alternative Tale. Trand full stops. Ints and animals Julia Donaldson Inaldson (Talk for Writing)



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EYFS Autumn Summer Spring Six Dinner Sid by Inga Moore Beegu by Alexis Deacon Farmer Duck by Martin Waddell Mr Grumpy's Outing by John Ruby's Worry by Tom Percival Julia Donaldson Stories Dogs Don't do Ballet by Anna Kemp Rosie's Walk by Pat Hutchins The Elephant and the Bad Baby by Oi! Duck by Kes Grey 'Giant Jelly Jaws and the Pirates' by Books to read to Burningham How to Hide a Lion by Helen Peace at Last by Jill Murphy Elfrida Vipont Mrs Armitage on wheels by Quentin Grandad's Secret Giant by David Helen Baugh and Ben Mantle Stephens Odd Dog Out by Tom Hardy Blake Litchfield The Pirates Next Door by Jonny The Squirrels who squabbled by Alan's Big, Scary Teeth by Jarvis Katie in London by James Mayhew Duddle Rachel Bright 'Tad' by Benji Davies Not quite Narwhal by Jessie Sima Tadpole's Promise by Jeanne Willis White Rose White Rose White Rose Phase 1-Just Like Me! Phase 4- Alive in 5! Phase 7- To 20 and Beyond Number: Number: Number: Match and Sort. Introducing Zero. **Building Numbers** Compare Amounts. Comparing Numbers to 5. Beyond 10 Measure, Shape and Spatial Thinking: Composition of 4&5. **Counting Patterns** Measure, Shape and Spatial Thinking: Beyond 10 Compare Size, Mass & Capacity. Exploring Pattern. Compare Mass (2). Measure, Shape and Spatial Thinking: Spatial Reasoning (1) Compare Capacity (2). Phase 2- It's Me 1 2 3! Match, Rotate, Manipulate Number: Phase 5- Growing 6,7,8 6,7 & 8. Representing 1,2 & 3. **Phase 8- First Then Now** Comparing 1,2, & 3. Making Pairs. Adding More **Mathematics** Composition of 1,2, & 3. Combining 2 Groups. Taking Away Measure, Shape and Spatial Thinking: Measure, Shape and Spatial Thinking: Measure, Shape and Spatial Thinking: Circles and Triangles. Spatial Reasoning (2) Length & Height. Positional Language. Time. Compose and Decompose Phase 3- Light and Dark Phase 6- Building 9 & 10 Phase 9- Find My Pattern Number: Number: Number: Representing Numbers to 5. 9 & 10. Doubling. Comparing Numbers to 10. Sharing and Grouping. One More and Less. Measure, Shape and Spatial Thinking: Bonds to 10. Even and Odd. Shapes with 4 sides. Measure, Shape and Spatial Thinking: Measure, Shape and Spatial Thinking: Time. 3D shape. Spatial Reason (3). Consolidation. Pattern (2). Visualise and Build. How have I changed? Castles including History of Ashby The Beach including plants and What do I enjoy? **Favourite Toys** Plants Space including history of space. My School- Rules and Routines, Food. Caring for the Environment. animals Castle **Understanding the** People who help us in school Dinosaurs. Keeping Healthy. Animals & Life cycles. Being a tourist in London. Holidays. Vehicles. Pirates. My Family. People who help us. Sprin.g Comparing London to Zambia. My House, houses in Newbold. Winter Summer. Autumn. Light/Dark. Exploring Materials. Exploring electric circuits. Using Beebots. Using apps to draw and colour. Food /Keeping Healthy Autumn **Favourite Toys** Plants The Beach **Exploring Material.s** Vehicles. Growing up. Animals & Life cycles. Summer. Winter. Science PSHE unit Me & My World. Light/Dark.

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"Therefore encourage one another and build each other up," 1 Thessalonians 5:11 Page **14** of **15 EYFS** Autumn Summer Spring History of Bears How have I changed? The Beach My Family Pancake Day History of Ashby Castle History People who help us? **Bonfire Night** Knights My House/ Houses in Newbold People who help us Caring for the Environment Ashby Castle The Beach Geography **Holidays** Travel Agent, London compared to

F4 Being Special: Where do we belong? Religious Education

Christmas special for Christians?

1.10 What does it mean to belong to a faith community?

1.6 Who is a Muslim and how do they live? Part 2 Muslim story of Muhammad and the boy who threw stones at trees F5 What places are special and why? 1.8 What makes some places sacred to believers?

1.7 Who is Jewish and how do they live? Part 2

Jewish & Christian Stories of David the shepherd boy and Ruth

Consider revisiting Christmas story using an activity from F2 Why is

F3 Why is Easter Special to Christians? 1.5 Why does Easter matter to Christians? (Salvation) 1.4 What is the 'good news' Christians believe Jesus brings? (Gospel) Christian Story of Zacchaeus

Zambia

During the year the EYFS children will have an opportunity to explore, learn and develop their computing skills.

They will use

- Word to write.
- PAINT on the computer to draw
- Beebots and remote control toys
- Colouring Apps on the ipad
- Games related to topics on the ipad
- CD player
- The ipad to take photos
- The internet to search for information with an adult

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Reception, Physical Development, Development Matters)

Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception, Expressive Arts and Design, Development Matters)

Explore how things work (Understanding of the World, Development matters 3&4 year olds)

They will also talk about safety online during PSHE lessons in the summer term.

Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. (Reception Development Matters)

Expressive Art and Design

Through free play the EYFS children have access to a wide range of resources and tools.

Therefore they are continuously able to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

The areas of learning below are adult directed activities.

Development Matters Reception

Design જ Art

Computing



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	EYFS Autumn				Spring	Summer			
	Self Portraits. Christmas Cards.			1 '			Shell Art. Rock Pool – Wax crayon with paint. Vehicles and movement. Making Castle for Role play area. Making Lighthouses.		
ż				Construc	ction linked to topic.				
paixion	COOKING	Icing for face biscuits. Gingerbread People for Children in Need.		Bread. Vegetable Kebabs.		Fruit Smoothies. Fruit juice Ice Iollies.			
Music	Music Express Units Y1 Ourselves- Exploring Sounds. Y2 Our Bodies- Bea.t Music Express Units Y2 Our land - Exploring sounds. Y1 Machines- Beat.		Y1 Weat	press Units her- Exploring sounds. ons- Pitch.	Music Express Units Y1 Animals- Pitch. Y2 Patterns – Beat. Additional: Saint Saens- Carnival of the Animals. Linked into theme work on animal movement.	Music Express Units Y1 Number – Beat. Y2 Story Time- Exploring Sounds.	Music Express Units Y1 Water- Pitch. Y2 Travel – Performance. Additional Igor Stravinsky- The Fire Bird. BBC Ten Pieces Linked into Dance in PE& DT. Benjamin Britten- The Storm. Linked into work about the seaside.		