



Newbold Church of England Primary School

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

EYFS		Autumn		Spring		Summer	
Year A	Characteristics of Learning	<p>All about me</p> <p>Growth Mindset Focus</p> <p>Have a go -Holly the Hippo. Have a growth mindset. Don't worry if it goes wrong. Learn from mistake.s Be excited to try new things.</p> <p>Be Cooperative- Barry the Bee Listen to others. Say when you don't understand. Be kind when you disagree.</p>	<p>Toys</p> <p>Growth Mindset Focus</p> <p>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</p> <p>Enjoy Learning- 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.</p>	<p>Amazing Humans</p> <p>Growth Mindset Focus</p> <p>Be Curious- Curious George Ask Questions Notice things. Look for patterns and connections. Think of possible reasons. Research Ask... What if...?</p>	<p>Growth</p> <p>Growth Mindset Focus</p> <p>Use your imagination- Tilly the Tortoise Be Creative. Let your imagination go. Think up new ideas and questions.</p>	<p>Story Telling</p> <p>Growth Mindset Focus</p> <p>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.</p>	<p>Seaside</p> <p>Growth Mindset Focus</p> <p>Keep Improving- Horatio the Horse Keep reviewing your work. Identify your best bits. Improve one thing first. Try to be better than last time. Don't try and compare yourself to others, only yourself! Take small steps.</p>
	Communication and Language	<ul style="list-style-type: none"> 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. 		<p>Continue to work on previous skills and also focus on:</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Learn rhymes, poems and songs. 			

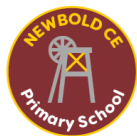


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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p style="text-align: center;">Beginning & Belonging MMR1 BBF</p> <ul style="list-style-type: none"> • How am I special and what is special 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 <p style="text-align: center;">Family & Friends incl. anti-bullying MMR2 FFF</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">My Emotions MMR3 MEF</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">My Body & Growing Up HSL1 BGF</p> <ul style="list-style-type: none"> • 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 me? • How do I feel about growing up? <p style="text-align: center;">Healthy Lifestyles HSL3 HLF</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Why are rest and sleep good for us? <p style="text-align: center;">Me & My World CITF MWF</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;">Keeping Safe Including Drug Education HSL2 KSF</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Identities & Diversity CIT1 IDF</p> <ul style="list-style-type: none"> • 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



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Physical Development Large Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		
	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 			
<p>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.</p>						
PE	Fundamentals	Gymnastics	Dance	Invasion	Net and Wall	Athletics
	Ball skills	Sending and receiving	Fitness	Yoga	Teamwork	Striking and fielding



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Literacy							
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 1-3 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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Books to read to reception	Units	<p>All About me! Non-Fiction All about me! Books about families</p> <p>Fiction Traditional Tale The Three Little Pigs (Talk for writing) This is our house by Michael Rosen On the way home by Jill Murphy</p> <p>Rhythm and Rhyme The House that Jack Built (Talk for writing)</p> <p>Skills Focus Mark Making. Holding a pencil effectively. Writing Names. Retelling Stories and sequencing- story maps.</p> <p>Toys Non- Fiction Children in Need – Cooking instructions Space Books</p> <p>Fiction Dogger by Shirley Hughes Stick Man by Julia Donaldson Traditional Tales: Goldilocks & the Three Bears The Gingerbread Man (Talk for writing) Whatever next! By Jill Murphy</p> <p>Rhythm and Rhyme Roaring Rockets by Tony Mitton Goodnight Moon by Margaret Wise Brown</p> <p>Skills Focus Writing CVC words. Labels & captions. Retelling stories and sequencing- story maps. Performing Christmas Nativity.</p> <p><i>Books may change in line with children's interest.</i></p>		<p>Amazing Humans Non-Fiction Book about our bodies</p> <p>Fiction Traditional Tale The Little Red Hen (Talk for writing) Handa's Surprise by Eileen Browne Weather Stories- The Cloud Spotter by Tom McLaughlin, Nelly and Nora- The Windy way home by Emma Hogan My Friend the Weather Monster by Steve Smallman</p> <p>Rhythm and Rhyme Don't forget the Bacon by Pat Hutchins</p> <p>Skills Focus Writing Sentence/s using a full stop. Writing stories using story maps. Lists and Instructions.</p> <p>Growth Non-Fiction Books about animals and plants</p> <p>Fiction Jaspar's Beanstalk by Nick Butterworth The Hungry Caterpillar by Eric Carle Dear Zoo by Rod Campbell The Tiger who came to tea by Judith Kerr</p> <p>Skills Focus Writing sentences using a full stop. Comparing Fiction and Non-Fiction.</p> <p><i>Books may change in line with children's interest.</i></p>		<p>Story Telling Non-Fiction Tours Guide of Buckingham Palace Books about Castles</p> <p>Fiction Paddington at the palace by Michael Bond The rabbit belongs to Emily Brown. By Cressida Cowell Traditional Tale Jack and the Beanstalk- SHHH! By Sally Grindley Alternative Tale Jack and the Jelly Bean Stalk- Rachael Mortimer- Alternative Tale.</p> <p>Rhythm and Rhyme Jesters- Telling Jokes</p> <p>Skills Focus Capital Letters. Writing sentences using capital letter and full stops. Recounts.</p> <p>Seaside Non- Fiction Book about the seaside including plants and animals</p> <p>Fiction Grandad's Island by Benji Davies The Snail and the Whale/ Tiddler by Julia Donaldson The Big Blue Whale by Nicola Davies The storm whale by Benji Davies</p> <p>Rhythm and Rhyme Commotion in the Ocean by Julia Donaldson (Talk for Writing)</p> <p>Skills Focus Capital Letters. Writing sentences using capital letter and full stops.</p> <p><i>Books may change in line with children's interest.</i></p>	
		<p>Six Dinner Sid by Inga Moore Dogs Don't do Ballet by Anna Kemp How to Hide a Lion by Helen Stephens The Squirrels who squabbled by Rachel Bright</p>	<p>Beegu by Alexis Deacon Rosie's Walk by Pat Hutchins Peace at Last by Jill Murphy</p>	<p>Farmer Duck by Martin Waddell The Elephant and the Bad Baby by Elfrida Vipont Odd Dog Out by Tom Hardy</p>	<p>Mr Grumpy's Outing by John Burningham Mrs Armitage on wheels by Quentin Blake Alan's Big, Scary Teeth by Jarvis 'Tad' by Benji Davies Tadpole's Promise by Jeanne Willis</p>	<p>Ruby's Worry by Tom Percival Oi! Duck by Kes Grey Grandad's Secret Giant by David Litchfield Katie in London by James Mayhew</p>	<p>Julia Donaldson Stories 'Giant Jelly Jaws and the Pirates' by Helen Baugh and Ben Mantle The Pirates Next Door by Jonny Duddle Not quite Narwhal by Jessie Sima</p>



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Mathematics	White Rose Phase 1-Just Like Me! Number: Match and Sort. Compare Amounts. Measure, Shape and Spatial Thinking: Compare Size, Mass & Capacity. Exploring Pattern.		White Rose Phase 4- Alive in 5! Number: Introducing Zero. Comparing Numbers to 5. Composition of 4 & 5. Measure, Shape and Spatial Thinking: Compare Mass (2). Compare Capacity (2).		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 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 Thinking: Circles and Triangles. Positional Language.		Phase 5- Growing 6,7,8 6,7, & 8 Making Pairs. Combining 2 Groups. Measure, Shape and Spatial Thinking: Length & Height. Time.		Phase 8- First Then Now Adding More. Taking Away. Measure, Shape and Spatial Thinking: Spatial Reasoning (2.) Compose and Decompose.		
	Phase 3- Light and Dark Number: Representing Numbers to 5. One More and Less. Measure, Shape and Spatial Thinking: Shapes with 4 sides. Time. Consolidation.		Phase 6- Building 9&10 Number. 9 & 10. Comparing Numbers to 10. Bonds to 10. Measure, Shape and Spatial Thinking: 3D shape. Pattern (2).		Phase 9- Find My Pattern Number: Doubling. Sharing and Grouping. Even and Odd. Measure, Shape and Spatial Thinking: Spatial Reason (3). Visualise and Build.		
	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.
		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.
My Family.		History of Bears. Bonfire Night.	How have I changed? People who help us?	Pancake Day.	History of Ashby Castle. Knights.	The Beach.	
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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Religious Education		<p>1.7 Who is Jewish and how do they live? Part 1</p> <p>F2 Why is Christmas special for Christians?</p> <p>1.3 Why does Christmas Matter to Christians? (Incarnation)</p> <p><i>Link into Festival Diwali- Story of Rama and Sita (Hindu)</i></p> <p><i>Hindu stories about Ganesh and Krishna</i></p>	<p>1.1 What do Christians believe God is like? (God)</p> <p>1.6 Who is a Muslim and how do we live? Part 1</p> <p><i>Consider revisiting Easter story using an activity from F3 Why is Easter special to Christians?</i></p>	<p>F1 Why is the word 'God' so important to Christians?</p> <p>1.2 Who do Christians say made the world? (Creation)</p> <p>1.9 How should we care for the world and for others, and why does it matter?</p>
	Computing	<p>During the year the EYFS children will have an opportunity to explore, learn and develop their computing skills.</p> <p>They will use</p> <ul style="list-style-type: none"> • 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 <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Reception, Physical Development, Development Matters)</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception, Expressive Arts and Design, Development Matters)</i></p> <p><i>Explore how things work (Understanding of the World, Development matters 3&4 year olds)</i></p> <p>They will also talk about safety online during PSHE lessons in the summer term.</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. (Reception Development Matters)</i></p>		
Expressive Art and Design				
Art & Design		<p>Through free play the EYFS children have access to a wide range of resources and tools. Therefore they are continuously able to:</p> <ul style="list-style-type: none"> • 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. <p>The areas of learning below are adult directed activities.</p> <p><i>Development Matters Reception</i></p>		
		<p>Colour Mixing Activities.</p> <p>Self Portraits.</p> <p>Christmas Cards.</p>	<p>Drawing Skills.</p> <p>Painting skills.</p> <p>Exploring Texture.</p> <p>Mother's Day & Easter Cards.</p>	<p>Shell Art.</p> <p>Rock Pool – Wax crayon with paint.</p>
DT	<p>Junk modelling & construction- Making houses.</p> <p>Shades and Shelters (Cooper's Cutting).</p>	<p>Construction linked to topic.</p>		<p>Vehicles and movement.</p> <p>Making Castle for Role play area.</p> <p>Making Lighthouses.</p>



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	Cooking	Icing for face biscuits. Gingerbread People for Children in Need.		Bread. Vegetable Kebabs.		Fruit Smoothies. Fruit juice Ice lollies.	
	Music	Music Express Units. Y2 Ourselves- Exploring Sounds. Y2 Toys- Beat.	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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Year		All about me	Toys	Amazing Humans	Growth	Story Telling	Seaside
B	Characteristics of Learning	<p>Growth Mindset Focus</p> <p>Have a go -Holly the Hippo Have a growth mindset. Don't worry if it goes wrong. Learn from mistakes. Be excited to try new things.</p> <p>Be Cooperative- Barry the Bee Listen to others. Say when you don't understand. Be kind when you disagree.</p>	<p>Growth Mindset Focus</p> <p>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.</p> <p>Enjoy Learning- 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.</p>	<p>Growth Mindset Focus</p> <p>Be Curious- Curious George Ask Questions notice things. Look for patterns and connections. Think of possible reasons. Research Ask... What if...?</p>	<p>Growth Mindset Focus</p> <p>Use your imagination- Tilly the Tortoise Be Creative. Let your imagination go. Think up new ideas and questions.</p>	<p>Growth Mindset Focus</p> <p>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.</p>	<p>Growth Mindset Focus</p> <p>Keep Improving- Horatio the Horse Keep reviewing your work. Identify your best bits. Improve one thing first. Try to be better than last time. Don't try and compare yourself to others, only yourself! Take small steps.</p>
	Communication and Language	<ul style="list-style-type: none"> 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. 	<p>Continue to work on previous skills and also focus on:</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Learn rhymes, poems and songs. 				

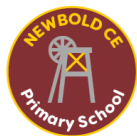


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Personal, Social and Emotional Development	<p style="text-align: center;">Beginning & Belonging MMR1 BBF</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what 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 <p style="text-align: center;">Family & Friends incl. anti-bullying MMR2 FFF</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">My Emotions MMR3 MEF</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">My Body & Growing Up HSL1 BGF</p> <ul style="list-style-type: none"> • 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 me? • How do I feel about growing up? <p style="text-align: center;">Healthy Lifestyles HSL3 HLF</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Why are rest and sleep good for us? <p style="text-align: center;">Me & My World CITF MWF</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;">Keeping Safe Including Drug Education HSL2 KSF</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Identities & Diversity CIT1 IDF</p> <ul style="list-style-type: none"> • 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



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EYFS		Autumn		Spring		Summer	
Physical Development Large Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility 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.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility 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.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>				
	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 				
<p>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.</p>							
PE	Fundamentals Target games	Gymnastics Sending and receiving	Dance Fitness	Invasion Team Building	Net and Wall Ball Skills	Athletics Striking and fielding	
Literacy							
Phonics Read Write Inc.	<p>Set 1 & Blending</p> <p>Introduce Red Words 1. (Rocket Words)</p>	<p>Set 1 & blending</p> <p>Read Red Words 1.</p>	<p>Review Set 1 & blending</p> <p>Practice & Spell Red Words 1. Read Red words 2.</p>	<p>Set 2 Review Set 1 & blending</p> <p>Practice & Spell Red Words 1. Read Red words 2.</p>	<p>Set 2 Review Set 1 & blending</p> <p>Practice & Spell Red Words 1&2. Read Red words.</p>	<p>Review Set 1,2 & Blending Letter Names</p> <p>Practice & Spell Red Words 1-3. Read Red words 4.</p>	
Handwriting	<p>Practice formation of sounds as letters are introduced</p> <p>Practice formation of digits 0-5</p>		<p>Letter Formation</p> <p>Around letters c,a,o,d,g,q</p> <p>Down letters l,t,b,p,k,h,l,j,m,n,r,u,y</p> <p>Curly letters e.f.s</p> <p>Zig-Zag letters v.w.z.x</p> <p>Review digits 0-5, Practice 6-9</p>		<p>Relative size of letters</p> <p>Small 'boat letters' a,c,e,l,m,n,o,r,s,u,v,w,x,z</p> <p>Below the line 'water letters'. g,j,p,q,y</p> <p>Tall letters 'sun letters' b,d,h,k,l,t,f</p> <p>Review digits 0-9</p>		

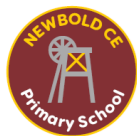


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Literacy Skills	<p>Mark Making</p> <p>Holding a pencil effectively</p> <p>Writing Names</p> <p>Retelling Stories and sequencing-story maps</p>	<p>Writing CVC words</p> <p>Labels & captions</p> <p>Retelling stories and sequencing-story maps</p> <p>Performing Christmas Nativity</p>	<p>Writing Sentence/s using a full stop.</p> <p>Writing stories using story maps</p> <p>Lists and Instructions</p>	<p>Writing sentences using a full stop.</p> <p>Comparing Fiction and Non Fiction</p>	<p>Capital Letters</p> <p>Writing sentences using capital letter and full stops.</p> <p>Recounts</p>	<p>Capital Letters</p> <p>Writing sentences using capital letter and full stops.</p>	
	Units	<p>All About me!</p> <p>Non-Fiction</p> <p>All about me!</p> <p>Books about families</p> <p>Fiction</p> <p>Traditional Tale</p> <p>The Three Little Pigs (Talk for writing)</p> <p>This is our house by Michael Rosen</p> <p>On the way home by Jill Murphy</p> <p>Rhythm and Rhyme</p> <p>The House that Jack Built (Talk for writing)</p> <p>Skills Focus</p> <p>Mark Making</p> <p>Holding a pencil effectively</p> <p>Writing Names</p> <p>Retelling Stories and sequencing- story maps</p> <p>Toys</p> <p>Non- Fiction</p> <p>Children in Need – Cooking instructions</p> <p>Space Books</p> <p>Fiction</p> <p>Dogger by Shirley Hughes</p> <p>Stick Man by Julia Donaldson</p> <p>Traditional Tales: Goldilocks & the Three Bears</p> <p>The Gingerbread Man (Talk for writing)</p> <p>Whatever next! By Jill Murphy</p> <p>Rhythm and Rhyme</p> <p>Roaring Rockets by Tony Mitton</p> <p>Goodnight Moon by Margaret Wise Brown</p> <p>Skills Focus</p> <p>Writing CVC words.</p> <p>Labels & captions.</p> <p>Retelling stories and sequencing- story maps.</p> <p>Performing Christmas Nativity.</p> <p><i>Books may change in line with children's interest.</i></p>	<p>Amazing Humans</p> <p>Non-Fiction</p> <p>Book about our bodies</p> <p>Fiction</p> <p>Traditional Tale</p> <p>The Little Red Hen (Talk for writing)</p> <p>Handa's Surprise by Eileen Browne</p> <p>Weather Stories-</p> <p>The Cloud Spotter by Tom McLaughlin,</p> <p>Nelly and Nora- The Windy way home by Emma Hogan</p> <p>My Friend the Weather Monster by Steve Smallman</p> <p>Rhythm and Rhyme</p> <p>Don't forget the Bacon by Pat Hutchins</p> <p>Skills Focus</p> <p>Writing Sentence/s using a full stop.</p> <p>Writing stories using story maps</p> <p>Lists and Instructions</p> <p>Growth</p> <p>Non-Fiction</p> <p>Books about animals and plants</p> <p>Fiction</p> <p>Jaspar's Beanstalk by Nick Butterworth</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>Dear Zoo by Rod Campbell</p> <p>The Tiger who came to tea by Judith Kerr</p> <p>Skills Focus</p> <p>Writing sentences using a full stop.</p> <p>Comparing Fiction and Non-Fiction.</p> <p><i>Books may change in line with children's interest.</i></p>	<p>Story Telling</p> <p>Non-Fiction</p> <p>Tours Guide of Buckingham Palace</p> <p>Books about Castles</p> <p>Fiction</p> <p>Paddington at the palace by Michael Bond</p> <p>The rabbit belongs to Emily Brown. By Cressida Cowell</p> <p>Traditional Tale</p> <p>Jack and the Beanstalk-</p> <p>SHHH! By Sally Grindley Alternative Tale</p> <p>Jack and the Jelly Bean Stalk- Rachael Mortimer- Alternative Tale.</p> <p>Rhythm and Rhyme</p> <p>Jesters- Telling Jokes</p> <p>Skills Focus</p> <p>Capital Letters</p> <p>Writing sentences using capital letter and full stops.</p> <p>Recounts</p> <p>Seaside</p> <p>Non- Fiction</p> <p>Book about the seaside including plants and animals</p> <p>Fiction</p> <p>Grandad's Island by Benji Davies</p> <p>The Snail and the Whale/ Tiddler by Julia Donaldson</p> <p>The Big Blue Whale by Nicola Davies</p> <p>The storm whale by Benji Davies</p> <p>Rhythm and Rhyme</p> <p>Commotion in the Ocean by Julia Donaldson (Talk for Writing)</p> <p>Skills Focus</p> <p>Capital Letters.</p> <p>Writing sentences using capital letter and full stops.</p> <p><i>Books may change in line with children's interest.</i></p>			



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Books to read to reception	Six Dinner Sid by Inga Moore Dogs Don't do Ballet by Anna Kemp How to Hide a Lion by Helen Stephens The Squirrels who squabbled by Rachel Bright	Beegu by Alexis Deacon Rosie's Walk by Pat Hutchins Peace at Last by Jill Murphy	Farmer Duck by Martin Waddell The Elephant and the Bad Baby by Elfrida Vipont Odd Dog Out by Tom Hardy	Mr Grumpy's Outing by John Burningham Mrs Armitage on wheels by Quentin Blake Alan's Big, Scary Teeth by Jarvis 'Tad' by Benji Davies Tadpole's Promise by Jeanne Willis	Ruby's Worry by Tom Percival Oi! Duck by Kes Grey Grandad's Secret Giant by David Litchfield Katie in London by James Mayhew	Julia Donaldson Stories 'Giant Jelly Jaws and the Pirates' by Helen Baugh and Ben Mantle The Pirates Next Door by Jonny Duddle Not quite Narwhal by Jessie Sima	
	Mathematics	White Rose Phase 1-Just Like Me! Number: Match and Sort. Compare Amounts. Measure, Shape and Spatial Thinking: 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 Thinking: Circles and Triangles. Positional Language. Phase 3- Light and Dark Number: Representing Numbers to 5. One More and Less. Measure, Shape and Spatial Thinking: Shapes with 4 sides. Time. Consolidation.		White Rose Phase 4- Alive in 5! Number: Introducing Zero. Comparing Numbers to 5. Composition of 4&5. Measure, Shape and Spatial Thinking: Compare Mass (2). Compare Capacity (2). Phase 5- Growing 6,7,8 6, 7 & 8. Making Pairs. Combining 2 Groups. Measure, Shape and Spatial Thinking: Length & Height. Time. Phase 6- Building 9 & 10 Number: 9 &10. Comparing Numbers to 10. Bonds to 10. Measure, Shape and Spatial Thinking: 3D shape. Pattern (2).		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: Spatial Reason (3). Visualise and Build.	
		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.
Science	Autumn Exploring Material.s	Favourite Toys Vehicles. Winter. Light/Dark.	Food /Keeping Healthy Growing up.	Plants Animals & Life cycles. Spring. PSHE unit Me & My World.		The Beach Summer.	



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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	
Religious Education	F4 Being Special: Where do we belong? 1.10 What does it mean to belong to a faith community? 1.7 Who is Jewish and how do they live? Part 2 <i>Jewish & Christian Stories of David the shepherd boy and Ruth</i> <i>Consider revisiting Christmas story using an activity from F2 Why is Christmas special for Christians?</i>		1.6 Who is a Muslim and how do they live? Part 2 <i>Muslim story of Muhammad and the boy who threw stones at trees</i> F3 Why is Easter Special to Christians? 1.5 Why does Easter matter to Christians? (Salvation)		F5 What places are special and why? 1.8 What makes some places sacred to believers? 1.4 What is the 'good news' Christians believe Jesus brings? (Gospel) <i>Christian Story of Zacchaeus</i>		
Computing	<p>During the year the EYFS children will have an opportunity to explore, learn and develop their computing skills.</p> <p>They will use</p> <ul style="list-style-type: none"> • 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 <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Reception, Physical Development, Development Matters)</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception, Expressive Arts and Design, Development Matters)</i></p> <p><i>Explore how things work (Understanding of the World, Development matters 3&4 year olds)</i></p> <p>They will also talk about safety online during PSHE lessons in the summer term.</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. (Reception Development Matters)</i></p>						
Expressive Art and Design							
Art & Design	<p>Through free play the EYFS children have access to a wide range of resources and tools. Therefore they are continuously able to:</p> <ul style="list-style-type: none"> • 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. <p>The areas of learning below are adult directed activities.</p> <p><i>Development Matters Reception</i></p>						



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		Colour Mixing Activities. Self Portraits. Christmas Cards.		Drawing Skills. Painting skills. Exploring Texture. Mother's Day & Easter Cards.		Shell Art. Rock Pool – Wax crayon with paint.	
	DT	Junk modelling & construction- Making houses. Shades and Shelters (Cooper's Cutting).		Construction linked to topic.		Vehicles and movement. Making Castle for Role play area. Making Lighthouses.	
	Cooking	Icing for face biscuits. Gingerbread People for Children in Need.		Bread. Vegetable Kebabs.		Fruit Smoothies. Fruit juice Ice lollies.	
	Music	Music Express Units Y1 Ourselves- Exploring Sounds. Y2 Our Bodies- Bea.t	Music Express Units Y2 Our land - Exploring sounds. Y1 Machines- Beat. Additional: Gustav Holst- The Planet Suite. BBC Ten Pieces. Christmas Performance.	Music Express Units Y1 Weather- Exploring sounds. Y2 Seasons- 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.