

EYFS
Planning Objectives

Queniborough C.E Primary School | 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me!	Celebrations	Terrific Tales	Amazing animals	Come Outside	Ticket to Ride!
Characteristics of effective learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over arching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					
General themes	Autumn, settling in, ourselves, family, new beginnings, people who help us, staying healthy, food, human body, what am I good at? How do I make others feel? Being kind, staying safe	Birthdays Special events / weekly news Halloween Bonfire night Diwali Christmas Toys from the past	Traditional tales Little red hen Gingerbread man Cinderella 3 little pigs Billy goats gruff	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Planting seeds Reduce, Reuse & Recycle Fun Science / Materials	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?
Linked books	Owl babies Once there were giants Stick man The smartest giant The colour monster The rainbow fish Funny bones Pete the cat	Christmas story / bible Rama and Sita The Jolly postman Christmas themed stories	Goldilocks little red hen Gingerbread man Cinderella 3 little pigs Billy goats gruff	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond Dear Zoo	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Somebody swallowed Stanley	The Snail and the Whale The Way Back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Oi! Get off my train!

'Wow' moments / enrichment week ideas	Autumn trail Remembrance day Harvest time Birthdays Favourite songs What do I want to be when I grow up?	Bonfire night Diwali Remembrance day Road safety Children in need Anti-bullying week Christmas	Valentine's Day Internet Safety Day 100 th Day in school Chinese New Year	LENT Let's go on Safari - An animal a day! Farm / zoo visit World Book Day Science Week Easter Mother's Day	Walk to the park / Picnic Planting seeds Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid Let's fly - Role play and Green Screen Open top bus trip
Role play area ideas	Home, doctors, shoe shop, school, birthday party	Grotto Stable Stories by the fireside	Fairy castle Library	Vets Pet shop Doctors	Laboratory Rainforest Woodland Garden centre	Aeroplane Train Car Bus

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Personal, Social and Emotional Development *Self-regulation *Managing self *Building relationships	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Class rules and routines Supporting children to build relationships	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

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Communication & Language *Listening, attention and understanding *Speaking	Creation Station / Helicopter Stories Poetry Basket Settling in activities Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Creation Station / Helicopter Stories Poetry Basket Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Creation Station / Helicopter Stories Poetry Basket Talk for Writing Talking Tuesday Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Poetry Basket Talk for Writing Talking Tuesday Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	Poetry Basket Talk for Writing Talking Tuesday Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Poetry Basket Talk for Writing Talking Tuesday Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

	Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound Use new vocabulary in different contexts Use new vocabulary through the day Share rhymes, poems, stories and songs
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Physical Development *Fine motor skills *Gross motor skills	Forest school Balance Bike sponsored cycle Fine motor Threading, cutting, weaving, playdough Fine motor activities – daily Manipulating objects Hold pencil, paint brush beyond whole hand grasp Gross motor Cooperation games ie parachute games Climbing – outdoor equipment Different ways of moving to be explored with children Reminders about toileting and handwashing Rolling, crawling, walking, jumping, running, hopping, skipping Use a range of tools ie pencils, paintbrushes, scissors, knives, forks and spoons Develop good posture when sitting at a table or on the floor Throwing, catching, kicking, passing, batting, aiming	Forest school Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Gross motor Ball skills- throwing and catching. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes	Forest school Swimming Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Gross motor Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Forest school Swimming Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Gross motor Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Forest school Swimming Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Gross motor Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Forest school Swimming Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Gross motor Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance

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Literacy *Comprehension *Word reading *Writing	Reading Nursery rhymes, modern rhymes, action songs Environment print Sequence familiar stories Engage in extended conversations about stories Learn new vocabulary Set up home reading Phonics Bug Club Writing Dominant hand Tripod grip Mark making Giving meaning to marks (emergent writing) and labelling, Shopping lists Name writing Captions, Lists Create a message centre Creation Station / Helicopter stories	Reading Christmas letters/lists. Retell stories related to events through acting/role play. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books Phonics Bug Club Writing Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story Creation Station / Helicopter stories	Reading Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words Phonics Bug Club Writing Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster to catch the troll Write a sentence Write instructions for making porridge Creation Station / Helicopter stories Talk for writing	Reading Information leaflets about animals Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Phonics Bug Club Writing Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts – Animal Fact File – Compare two animals Guided writing based around developing short sentences in a meaningful context. Create a storyboard. Talk for Writing	Reading Information leaflets about plants and growing. Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Phonics Bug Club Writing Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Talk for Writing	Reading Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Phonics Bug Club Writing Mr Gumpy's Outing (Cumulative) Report about the animals falling into the water Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animal Write new version Writing recipes, lists. Beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems Story writing Beginning to use full stops, capital letters and finger spaces. Talk for Writing

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Maths *Number *Numerical patterns	Unit 1 – early mathematical experiences Unit 2 – pattern and early number Unit 3 – numbers within 6	Unit 4 – addition and subtraction within 6 Unit 5 – measures Unit 6 – shape and sorting	Unit 7 – numbers within 10 Unit 8 – calendar and time Unit 9 addition and subtraction within 10 100 Day	Unit 10 – grouping and sharing Unit 11 – number patterns within 15 Unit 12 – doubling and halving Unit 13 – shape and pattern	Unit 14 – securing addition and subtraction facts Unit 15 – number patterns within 20 Unit 16 – number patterns beyond 20	Unit 17 – Money Unit 18 – measures Unit 19 – exploration of patterns within number

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Understanding The World *Past and present *People, culture and communities		Talk about members of immediate family and community Name and describe people familiar to them Meeting people who help us in school Read fictional stories about families and start to tell the difference between real and fiction.		Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see	Can children make comments on the weather, culture, clothing, housing. Change in living things – Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.	
	RE	F4: Being special: where do we belong? Rosh Hashanah Yom Kippur Sukkot All Saints Day	F2: Why is Christmas special for Christians? Diwali Hannukah Christmas	F1: Why is the word 'God' so important to Christians? Ash Wednesday / Shrove Tuesday St David's Day	F3: Why is Easter special to Christians? Epiphany Shivaratri Easter Passover	F5: What places are special and why? Holi Palm Sunday Start of Ramadan	F6: What times/stories are special and why? Eid
	ICT	ICT Digital Skills and Media Creation *understand the basics of taking a photo with a camera app / camera * start to type simple words on a device * use a device to produce simple drawings		ICT (PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb) E-Safety * know who to talk to if something online makes them unhappy or worried		ICT Computing * move an on-screen object using simple commands or by pressing buttons e.g. a jump button to make a character jump	

		* use a device to record sounds				* control a person/toy/floor robot using simple commands like walk/move or by pressing buttons	
	History	Explore the concept of 'long ago' how time has changed	Can talk about what they have done with their families during celebrations in the past. Show photos of how celebrations used to be celebrated in the past.		Listening to stories and placing events in chronological order.		Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.
	Geography	Exploring the school environment Understand some places are special to members of their community Introduce children to different occupations and how transport is used to get to places of work	Use world maps to show where festivals / stories are based	Use world maps to show children where some stories are based.		Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.	Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?

Expressive Art & Design *Creating with materials *Being imaginative and expressive	Science	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats (explore floating and sinking) Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Introduce the children to NASA and America. Can children differentiate between land and water. Investigate transport that floats, explore floating and sinking
	Music	Develop storylines in their pretend play Join in with rhymes and circle time Autumn activities Musical instruments Bonfire night activities Christmas activities Christmas play Join in with role play games – use resources for props	Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Role Play Party's and Celebrations Role Play of The Nativity	The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Making lanterns, Chinese writing, puppet making, Shadow Puppets	, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Provide a wide range of props for play which encourage imagination.		
		LSMS Scheme – pulse Explore and engage in music making and dance, performing solo or in groups Sing call and response songs Exploring sounds and how they can be changed	LSMS Scheme - Voice Listen to music and make their own dances in response.	LSMS Scheme – rhythm Chinese music and composition	LSMS Scheme – pitch	LSMS Scheme – technology, structure and form	LSMS Scheme – 20th Century music Learn a traditional African song and dance and perform it / Encourage children to create their own music.

	Art and design	Begin to mix colours		Matisse – The Snail	Collage owls / symmetrical butterflies make patterns using different colours Collage-farm animals Pastel drawings, printing, patterns on Easter eggs	Artwork themed around Eric Carle / The Seasons – Art	
	Design and technology	Trying out different materials Build models using construction materials		Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Castle models Children will be encouraged to select the tools and techniques they need to assemble materials that they are using Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures;	Children will explore ways to protect the growing of plants by designing scarecrows. Building a 'Bug Hotel'	Junk modelling, houses, bridges boats and transport. Design and make rockets. Design and make objects they may need in space, thinking about form and function. Provide children with a range of materials for children to construct with.

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British Values Topic:	Mutual Respect	Tolerance of those with different faiths & beliefs	Rule of Law	Individual Liberty	Democracy	
PSHE Topic:	Myself & My Relationships	Myself & My Relationships	Healthy and Safer Lifestyles	Citizenship/ Myself & My Relationships	Citizenship	Healthy and Safer Lifestyles: RSE
To also include:		Anti-bullying (all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov)				
P	Unit title:	MMR: Beginning & Belonging 2022	MMR2: Family & Friends	HSL3: Healthy Lifestyles	MMR3: My Emotions	C2: Me and My World
					C2: Me and My World	HSL: My body and growing up 2022

	Objectives:	<ul style="list-style-type: none"> * understand what is special about me and other people in my class. * understand what I have learnt to do and recognise what I would like to do next. (SR) * know who and how to ask for help if they need it. * understand ways of welcoming new children to the class. * understand ways of respecting the needs of other children in the class. (MS) * begin to understand how to play and work alongside others at school. (SR) * know how to show I am listening to an adult. (SR) * be able to follow simple instructions. (SR) 	<ul style="list-style-type: none"> * recognise people who are special to them and why they are special. * understand what makes a family and understand how people in families care for each other. * understand what makes a good friend. * understand ways of making new friends. * understand simple reasons why friends may fall out and simple ways of making up. * recognise what unkind behaviour looks like and understand what to do when someone is unkind. 	<ul style="list-style-type: none"> * understand some of the things needed to have a healthy body * name and talk about foods they like and dislike * understand why different food and drinks are important in order for our bodies to stay healthy and well * understand what exercise is and why it is good for us * understand the importance of sleep for our bodies * begin to understand how to make choices that promote healthy living <p>Online Safety</p> <ul style="list-style-type: none"> * know who to talk to if something online makes them unhappy or worried <p>There are elements of online safety taught through the computing curriculum and PSHCE curriculum. There is a whole school focus on anti-bullying (including cyber bullying) during Anti-Bullying Week in November and on online safety for Safer Internet Day in February. Online safety should also be reactive – for example: if children ask questions, there are stories in the media, issues within specific classes that may require specific teaching / focus</p>	<ul style="list-style-type: none"> * recognise and identify feelings in themselves and others * recognise what causes feelings in themselves and others * recognise how change and losing something makes them and other people feel * recognise simple ways of making themselves feel better * recognise ways of helping others to feel better 	<ul style="list-style-type: none"> * identify the people that look after them at school and understand their roles * Understand ways to look after the school environment * understand ways to look after their things and their home * recognise and understand the purpose of different places and features in their neighbourhood * recognise and understand the jobs of different people in their neighbourhood – including people who help us * understand ways of looking after their local outdoor area and keeping the environment special for everybody * understand ways of caring for plants and animals * understand what money is and what it is used for * understand different ways of looking after money * understand what happens if we don't have enough money to pay for something 	<ul style="list-style-type: none"> * describe their own appearance and name external body parts. * understand ways in which their body has changed since they were a baby. * understand and value what their bodies can do. * recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts. * understand ways of looking after their body and keeping it clean. (MS) * understand ways in which they can take responsibility for keeping themselves clean and recognise situations where they still need to be supported by others. (MS) * understand how members of their family and other trusted people care for and look after them. * recognise how they feel about growing up.
	Everyone's Welcome	<p>You Choose – N Sharratt & P Goodheart</p> <ul style="list-style-type: none"> * Give opinions & Say what I think <p>Red Rockets and Rainbow Jelly – S Heap & N Sharratt</p> <ul style="list-style-type: none"> * It is ok to like different things 	<p>Blue Chameleon – E Gravett</p> <ul style="list-style-type: none"> * Making friends with someone different <p>The Family Book – T Parr</p> <ul style="list-style-type: none"> * Different types of families <p>Mommy, Momma and Me – L Newman & C Thompson</p> <ul style="list-style-type: none"> * Celebrate my family 	<p>Digi Duck (Age 3-7)</p> <p>CEOP thinkuknow Jessie & Friends (4-5)</p> <p>Project Evolve</p> <p>https://swgfl.org.uk/services/project-evolve/</p>			