

EYFS

	Autumn		Spring		Summer	
Reading (Alongside RWI for phonics)	Enjoying stories. Learning how to independently look at books. Understanding that text has meaning.	Understanding non-fiction texts. Atlas – around the world.	Learning how to gather information from a non-fiction book. Singing/chanting nursery rhymes from memory.	Predicting what will happen next. Suggesting an alternative ending. Re-telling stories with detail. Comparing alternative fairy tales.	Reading poems. Sharing our favourite stories and why we like them. Non-fiction texts – growing.	Comparing stories – what is similar and different. Developing a story-teller voice using expression.
Writing	Giving meaning to marks. Verbally scribing ideas to write. Writing about Diwali	Writing letters to father Christmas. Writing an invite to the nativity. Designing Christmas cards. Writing Christmas list.	Police/Fire service report. Wanted posters. Letter writing. Equipment lists. Doctors reports. Prescriptions.	Story writing. Character descriptions. Developing awareness of audience. Porridge making instructions. Labelling self-portraits.	Observational writing – diary of a plant. Writing similarities and differences Chronology.	Recount of trip. Letters to new teacher for transition.
Maths	<u>Numbers 1 – 5</u> • Subitising 1-5 • Composition of number 1, 2, 3, 4 and 5 • Recognising numerals 1, 2, 3, 4, 5 • Counting up to 5 objects securely • Representing 1, 2, 3, 4 and 5 on a 5 frame • Finding one more and one less than 5 with objects • Verbally counting up to 20 <u>Shape, space, measure</u> • Recognising a triangle, circle, square, rectangle • Repeating patterns		<u>Numbers 6 – 10</u> • Subitising 1-5 • Composition of number 6, 7, 8, 9 and 10 • Recognising numerals 6, 7, 8, 9 and 10 • Placing numbers 1 – 10 in order • Counting up to 10 objects securely • Representing 6, 7, 8, 9, 10 on a 10's frame • Finding one more and one less than 10 with objects • Verbally counting up to 20 <u>Shape, space, measure</u> • Properties of shapes: triangle, circle, square, rectangle		• Odds and evens • Recalling • Double facts • Number bonds to 5 (Including subtraction facts) • Number bonds to 10 for those ready • Distributing quantities evenly • Verbally counting up to 100, recognising the pattern of number • Verbally counting backwards from 10 <u>Shape, space, measure</u> • Symmetry • Days of the week	

History	Past and present - Talk about members of their immediate family and community.	Compare and contrast characters from stories including figures from the past.	Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.	Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance (church).	Look at photos of staff and children as babies and discuss what has changed. Visit from a baby, what do we need to do to care for babies? Experience a short time learning like a Victorian child – strict teacher, smart clothes, learning at tables and doing lots of writing etc.	Past and present – Comparing pictures of hoe the pond looked in the past compared to the present.
Geography	Finding our way around the classroom. Homes and houses – similarities and differences. Walk around the school grounds.	Map out where we all come from on the world map. Drawing maps for our friends to follow leading them around the classroom.	Visit to Mayfield Medical Centre. Wellington Country Park trip.	Linked to literacy - three bears walk (wooded area on field) make a map of where we went.	Drawings of different places around school.	Navigation using map around the farm on a Farm trip. Visit to the school pond.
Science	Nature walk around school grounds – collect resources and discuss appearance weight texture etc. Planting seeds.	Observation of weather- seasons. Growing plants	Observation of weather- seasons. Freezing water How has the winter affected the plants?	Measuring plants – beanstalk Which plants survived the winter?	Planting bulbs / seeds and observing the growth. ☐ Drawing plants, comparing similarities and details at different stages of growth	Minibeast hunt around the school – back of field, sorting animals – e.g. how many legs? Creating a minibeast hotel in the outdoor garden. Spot patterns or similarities and differences between animals and minibeasts. Watch caterpillars go into butterflies / frogspawn into frogs Observe an apple core going brown to talk about changes
Computing	- Taking a photograph with a camera or tablet - Searching for information on the internet					

(continues through provision across the year)	- Playing games on the interactive whiteboard - Exploring an old typewriter or other mechanical toys - Using a Beebot - Watching a video clip - Listening to music					
Online-Safety	Self-Image and Identity - Can I identify a range of emotions? Why it is important to say no when someone asks me to do something I don't want to do?	Online relationships – How do people communicate? I can recognise some ways in which the internet can be used to communicate. How do we show respect when we communicate?	Online information – I can identify devices I could use to access information online. I can talk about how to use the internet as a way of finding information online.	Online Bullying – What is bullying? I can describe ways that some people can be unkind online. I can offer examples of how this (bullying) can make others feel	Privacy and security – Do I know some simple examples of my personal information (e.g. name, address, birthday, age, location)? Can I describe the people I can trust and can share this with; explaining why I can trust them?	Copyright and ownership – How can I make people see when a piece of work was created by me? Why do I need to keep my work safe?
Art Access to art materials available through provision.	Mark making with pens, pencils, paint brushes. How to use basic art materials – pens, paper, glue and scissors. Mark making on vertical surfaces.	Naming and experimenting with primary colours - Firework painting: colour mixing ☐ Christmas cards	Print with variety of objects e.g. sponges, vegetables and fruit - ☐ Finger print painting with ink pad/paint	Constructing, building and destroying – Make a beanstalk that will hold a castle Large scale construction – making a castle, cottage Use variety of drawing tools e.g. charcoal, chalk, pastels to create new effects - Self portraits Use drawings to tell a story	Explore Rubbings - Drawing/talking about plants grown in the garden	Handle and manipulate materials - Transition
DT	Making fruit kebabs for Harvest	Toasting Food tasting – around the world food	Smoothies/juices	Eggs in different forms – humpty dumpty Porridge – Goldilocks		Making ice pops
Music	Building a repertoire of familiar songs and dances	Exploring the sounds of different musical instruments	Exploring movement and gesture in response to music	Representing ideas through music	Making own compositions	Experimenting ways to change own compositions

PE Adult led tummy time and dough gym continues throughout year.	Learning the rules of apparatus. Riding bikes and scooters – balance.	Skipping, hooping and dancing to music. Waving flags and streamers during celebrations. Learning dance moves from different cultures.	Gaining control during obstacle courses. Adjusting speed when travelling and avoiding obstacles.	Controlled movement to music or sounds. Bikeability	Controlled movement to music or sounds Field – running, jumping, learning how to use apparatus.	Playing PE games in teams – working together Sports day
RE	Learning about Diwali Diwali celebration Diwali – Rangoli patterns Diwali clay lamps	Celebrating birth Christmas – Jesus’ birth (C) ☞ Nativity performance	Specialness - Special people – Jesus (C)	Signs of new life - Eggs as a sign of new life (C)	Special clothes (C)	Special things (C)
RSHE	Healthy relationships – Who can help me at school?	Health and wellbeing – How can we be healthy?	Living in wider world – Who helps us?	Healthy relationships – What makes a good friend?	Health and wellbeing – What changes as we get older?	Living in wider world – What makes our school community?
Curriculum Enhancements	Walk to the post-box. Family visitors in school. Walk to local park. Seeing Father Christmas. Nativity performance. Carol concert.		Visitor from a Police Office. Fire brigade visit. Air ambulance visit. Easter: visit to the local church Visit to Little street Frimley		Visit to the school pond Visit to Trilakes Yateley – farm and petting zoo.	