

	Phonics Workshop	Parents' Evening	Phonics Workshop		Phonics Workshop	Reports to parents for FS1 and FS2
Key Texts/Books	<p>Fiction: Super Duper You, Superheroes don't get scared, Superworm Juniper Jupiter, Supertato</p> <p>Colour Monster, Super Kid, Bag of worries,</p> <p>Non Fiction: Real Superheroes, fire engines, People who help us, our emotions,</p>	<p>Fiction: Little Glow MOG's Birthday Binny's Diwali Rashads Ramadan Eight Nights Eight Lights A Christmas Story</p> <p>Non Fiction: Texts about different cultures, and celebrations,</p>	<p>Fiction: The Elves and the Shoemaker Cinderella Hansel and Gretel The Little Red Hen The Enormous Turnip Puss in Boots</p> <p>Non Fiction: Facts about knights, castles, princesses, etc.</p>	<p>Fiction: Mad about mini-beasts The Very Hungry Caterpillar The Bug Collector Norman the Slug with the Silly shell Betsy Buglove's Save the Bees Spinderella</p> <p>Non Fiction: Information about insects, bugs, minibeasts, etc.</p>	<p>Fiction: Molly's Circus Charlie's magical carnival</p> <p>Non Fiction: What is a circus? Animal fact books</p>	<p>Fiction: Look up Meet the planets stardust</p> <p>Non Fiction: Books on planets, the moon, the sun, space etc.</p>
Communication and Language	<p>Listening, Attention and Understanding</p> <p>Tuning into sounds through listening in a variety of ways. Such as listening walks and environmental sounds,</p> <p>Build attention by listening to others and to the different vocal actions in stories and nursery rhymes.</p> <p>To follow simple instructions.</p> <p>Listens to others 1:1 or in small groups when discussing themselves and others.</p> <p>Sing songs.</p> <p>Listens to stories.</p> <p>RWI</p> <p>Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, and I can't see you. Let's be</p>	<p>Listening, Attention and Understanding</p> <p>Using increased listening and attention skills to join in with repeated refrains in stories and nursery rhymes.</p> <p>To talk about the different characters and what they are doing.</p> <p>Children to use connectives: Once upon a time, then...</p> <p>Listens to others 1:1 or in small groups when discussing themselves and others.</p> <p>RWI</p> <p>Listens and uses modelled language.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>Joins in with listening activities.</p>	<p>Listening, Attention and Understanding</p> <p>To listen to stories with attention and able to recall events and characters.</p> <p>RWI</p> <p>To describe familiar texts with details, using full sentences.</p> <p>Express their ideas and feelings about experiences.</p> <p>Oral blending and segmenting.</p> <p>High frequency words.</p> <p>Echo reading.</p>	<p>Listening, Attention and Understanding</p> <p>Develop communication that can be understood by others.</p> <p>Say some nursery rhymes off by heart.</p> <p>Talk about characters and setting of the story.</p> <p>To be able to talk about different facts that they have learnt with an adult and each other.</p> <p>To name and sort a range of living things.</p>	<p>Listening, Attention and Understanding</p> <p>To be able to answer questions using relevant vocabulary. Respond to questions appropriately.</p> <p>To engage in meaningful conversations with others To ask questions about familiar aspects of their environment and their learning Past, Present and future forms How and Why questions.</p>	<p>Listening, Attention and Understanding</p> <p>To talk about characters, setting and structure of stories. To be able to answer questions and share opinions using relevant vocabulary.</p> <p>To research using a search engine To talk about characters, settings, and structures of stories Using postcards/lists and letters To confidently join in with listening activities.</p>

	quiet so I can concentrate on what you're saying."	Hearing sounds with words.				
Speaking: All children and adults in EYFS will:	<p>Speaking All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Use complete sentences in everyday talk. • Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. • Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." • Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" • Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" • Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren." • Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." • Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" • Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" 					
Personal, Social and Emotional Development (PSED)	<p>Self-Regulation All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities • Demonstrate praise and encouragement and allow children the freedom to make mistakes • Have high expectations for children following instructions, with high levels of support when necessary. • Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Undertake specific activities that encourage talk about feelings and their opinions. • Help children to set own goals and to achieve them. • 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. 					
	<p>Managing self All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Joining in and sharing experiences in circle times and independent provision activities. • Forming special friendships through independent activities, phase stories and activities • Offer stay and play for parents and children to get the chance to interact in school • Offer constructive support and recognition of child's personal achievements. • Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. • Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Model practices that support good hygiene, such as insisting on washing hands before snack time. • Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. • Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene. 					
	<p>Building Relationships All children and adults in EYFS will:</p>					

- Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.
- Take opportunities in class to highlight a child's interests, showing you know them and about them.
- Make sure children are encouraged to listen to each other as well as the staff.
- Ensure children's play regularly involves sharing and cooperating with friends and other peers.
- Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Physical Development	<p>Gross Motor Skills</p> <p>To climb large apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p> <p>To begin use bikes and scooters accurately using pedals and steering them in a specific direction.</p> <p>Refine fundamental skills they have already acquires e.g. running, rolling, walking, jumping, walking, crawling.</p> <p>To use climbing equipment safely and competently and know why it is important to handle certain apparatus safely.</p> <p>To begin to negotiate space effectively.</p>	<p>Gross Motor Skills</p> <p>To copy dance moves and move to different kinds of rhythms, use scarfs To move to different beats.</p> <p>To negotiate space effectively</p> <p>To begin to use anticlockwise movement</p> <p>To progress towards a more fluent style of moving with developing control.</p>	<p>Gross Motor Skills</p> <p>To move in different ways, running, climbing, jumping</p> <p>To further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Gross Motor Skills</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>To show good control and coordination in large and small movements</p> <p>To combine different movements with easy and fluency</p>	<p>Gross Motor Skills</p> <p>Using balancing equipment</p> <p>To use assault courses outdoor to develop overall body strength, balance, co-ordination and agility and problem solving.</p> <p>To be able to balance and coordinate safely.</p>	<p>Gross Motor Skills</p> <p>To be aware of obstacles whilst riding bike/scooter etc and display some special awareness.</p> <p>Sports Day</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside along and in a group.</p>
	<p>Fine Motor Skills</p> <p>Before teaching children the correct pencil grip and posture for writing, or how to cut with scissors, check that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers that they can move and rotate their lower arms and wrists independently.</p>	<p>Fine Motor Skills</p> <p>Begin to show a preference for a dominant hand. Begin to use scissors Gross & fine Motor development Dough Disco Put on coats with some support with zip and buttons.</p>	<p>Fine Motor Skills</p> <p>Pencil control To use mark making resources with increasing independence. Dough Disco</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p>	<p>Fine Motor Skills</p> <p>Fine Motor development Interventions Pencil control Letter formation Dough Disco</p> <p>To use a pencil effectively to form recognizable letters, most of which are formed correctly</p>	<p>Fine Motor Skills</p> <p>Gross & fine Motor development Interventions Pencil control Letter formation Dough Disco Pen Disco</p> <p>To begin to show accuracy and care when drawing.</p>	<p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p>

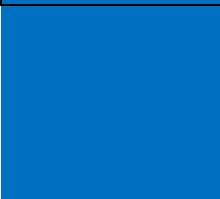
	<p>Baseline assessment To use a dominant hand To begin to know how to use scissors effectively. To trace anticlockwise movement and retrace an assortment of lines.</p> <p>To begin to write 'easy' numbers and letters with support.</p>	<p>Continuously check the process of children's handwriting - pencil grip, letter formation, including directionally. Provide extra help and guidance when needed Encourage preference or a dominant hand To use a pencil correctly and form recognizable letters Number formation</p>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p>			
Literacy	<p>Comprehension</p> <p>Enjoys sharing books with an adult. Repeats words or phrases from familiar stories e.g. run run as fast as you can! Ask questions about a book Begin to develop a narrative about a book they have read using props in play.</p> <p>To know that text is read left to right, top to bottom. Listen to a story and comment on the events of the story. Name the characters from a story. Has favourite books and seeks them out to share with an adult, with another child or to look at alone.</p>	<p>Comprehension</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Name the characters from a familiar story</p> <p>To begin to demonstrate understanding of what has been read. To identify the characters and setting of a familiar book. To use language from stories when discussing them. To repeat words and phrases from familiar stories</p>	<p>Comprehension</p> <p>To talk about and retell a range of familiar stories. To know that text is read from left to right and top to bottom. Listen to a story and comment on the events.</p> <p>To anticipate, where appropriate, key events in stories. To sequence a familiar story using images or objects. To make a simple prediction based on the events of a story so far. To use the language from a story within role play and discussions. To answer questions about a text that has been read to them. To predict what might happen next in a story.</p>	<p>Comprehension</p> <p>To identify the pictures with corresponding explanations. Listen to a story and comment on the events.</p> <p>To understand the difference between fiction and non-fiction. To tell the story to another person using the book or images. To answer questions about a text that has been read to them. To predict what might happen next in a story. To use modelled vocabulary during role play and in small world. To requests favourite stories and poems.</p>	<p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear</p> <p>To understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To confidently ask and answer questions about key events in stories/poems/rhymes. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Comprehension</p> <p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, poems and during role-play. To share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>

All adults in EYFS will:

- Make previously read books available for children to share at school and at home.
- Discuss books read in class.
- Encourage children to make predictions on books by asking what happens next.
- Talk about characters in stories they have been read.
- Talk about story settings in stories they have been read.

Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading
<p>Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.</p> <p>Ask children to work out the word you say e.g. c-a-t = cat</p> <p>Phonics introduction and group children accordingly</p> <p>Recognises own name, signs, and logos.</p> <p>Initial sounds</p> <p>Individual books given</p> <p>Baseline</p> <p>Develop their phonological awareness to spot rhymes in familiar stories, songs and poems.</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>To identify an object when given the initial sound. To say the initial sound in a given word. To clap the syllables in a word. To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To read CVC words containing known letter-sound correspondences.</p>	<p>Name recognition</p> <p>Introduce Phase 1 phonics</p> <p>Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother</p> <p>To say a sound for all set 1 sounds. To be able to blend CVC words verbally.</p> <p>To read key words. To read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet' 'storm', 'night'. To develop their phonological awareness to complete a rhyming string. To use Fred fingers to identify how many sounds are in a word. To recognise all taught Set 1 sounds including some digraphs. To re-read</p>	<p>Identify an object when given the initial sound.</p> <p>Initial sounds, CVC words, medial and end sounds.</p> <p>To read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Begin to identify sound set 1 phonic sounds Say the initial sound in a given word. Clap the syllables in a word.</p> <p>To read basic sentences independently. To understand what has been read. To read common HFW. To read longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. To develop phonological awareness to recognise and use rhyme in daily conversation. To identify words containing the same digraph or tri-graph e.g. ay- may, day, play.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Begin to identify sound set 1 phonic sounds Ask children to work out the word you say in sounds: for example, h-a-t > hat; Recall stories</p> <p>To read words consistent with their phonic knowledge by sound blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

			phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.			
	<p align="center">Writing</p> <p align="center">Marking making Distinguishing the different marks</p> <p>To write their name in a way that they or others can recognise. To discuss the marks they make, e.g. "this is a car"</p> <p>To write initial sounds To form the complete sentence orally before writing.</p>	<p align="center">Writing</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>To write their name with correct formation. To form some letters of the alphabet. To write letters using a memorable phrase. To memorise a sentence before writing by repeatedly saying it aloud. To segment CVC words verbally. To write the initial, end and middle sounds for a CVC word</p>	<p align="center">Writing</p> <p>Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"</p> <p>To use clearly identifiable letters. To form all letters of the alphabet. To write VC/CVC words that can be read by themselves or others. To spell some planet words To write sentences that contain only the taught sound-letter correspondences.</p>	<p align="center">Writing</p> <p>Write some or all of their name. begin to write some set 1 phonic sounds</p> <p>To write their first name and surname To write initial sounds, CVC words, medial and last sounds and write a basic sentence. To be able to read what they have written. To spell HFW. To write sentences having sufficient knowledge of letter-sound correspondences.</p>	<p align="center">Writing</p> <p>Form letters of own name. Write set 1 sounds they have learnt</p> <p>To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others</p>	<p align="center">Writing</p> <p>Form letters of own name. Write set 1 sounds they have learnt with increasing accuracy</p> <p>How to read and re-read their own writing to check it makes sense. How to use the connective and. To write all letters correctly, with clear ascenders and descenders. To write words of more than one syllable.</p>



<p>Maths</p> <p>Number and Numerical Pattern</p>	<p>Colour Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Children should be able to say when objects are and are not the same colour. Link to expressive art and design through painting.</p> <p>Early Mathematical Experiences Children will learn:</p> <ul style="list-style-type: none"> •Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets •Ordering objects and sets <p>Pattern and early number Children will learn:</p> <ul style="list-style-type: none"> •Recognise, describe, copy and extend colour 	<p>Numerical Patterns Children copy, continue and create their own patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern out loud</p> <p>Numbers within 6 Children will learn:</p> <ul style="list-style-type: none"> •Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six <p>Addition and Subtraction within 6 Children will learn:</p> <ul style="list-style-type: none"> •Explore zero •Explore addition and subtraction <p>Measures Children will learn:</p> <ul style="list-style-type: none"> •Estimate, order compare, discuss and explore capacity, weight and lengths <p>Shape and Sorting Children will learn:</p> <ul style="list-style-type: none"> •Describe, and sort 3- D shapes <p>Describe position accurately</p>	<p>Number Children identify representations of 1, 2, 3 They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set. Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame</p> <p>Numbers within 10 Children will learn:</p> <ul style="list-style-type: none"> •Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less <p>Calendar and time Children will learn:</p> <ul style="list-style-type: none"> •Days of the week, seasons •Sequence daily events <p>Addition and Subtraction within 10 Children will learn:</p> <ul style="list-style-type: none"> •Explore addition 	<p>Children count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own collections of objects. They match the number to numerals and quantities and are able to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set. Number blocks episode 4</p> <p>Number patterns within 15 Children will learn:</p> <ul style="list-style-type: none"> •Count up to 15 objects and recognise different representations •Order and explore number patterns to 15 •One more or fewer Doubling and halving Children will learn: •Doubling and halving •Relationship between doubling and halving <p>Shape and pattern Children will learn:</p> <ul style="list-style-type: none"> •Describe and sort 2-D and 3-D shapes 	<p>Numerical Patterns The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. Children continue to count, Subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern</p> <p>Securing addition and subtraction facts Children will learn:</p> <ul style="list-style-type: none"> •Commutativity •Explore addition and subtraction •Compare two amounts <p>Number patterns within 20 Children will learn:</p> <ul style="list-style-type: none"> •Count up to 10 and beyond with objects •Represent, compare and explore numbers to 20 	<p>Shape, space and measure Capacity Encourage children to build on their understanding of full and empty Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts Initially children should be exposed to the comparison of full, half full, empty using the same container. Provide different sized and shaped</p> <p>Money Children will learn:</p> <ul style="list-style-type: none"> •Coin recognition and values •Combinations to total 20p •Change from 10p <p>Measures Children will learn:</p> <ul style="list-style-type: none"> •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths <p>Exploration of patterns within number Children will learn:</p>
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	<p>and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting</p>		<p>as counting on and subtraction as taking away Grouping and sharing Children will learn:</p> <ul style="list-style-type: none"> •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing 	<ul style="list-style-type: none"> •Recognise, complete and create patterns 	<ul style="list-style-type: none"> •One more or fewer <p>Number patterns beyond 20 Children will learn:</p> <ul style="list-style-type: none"> •One more one less •Estimate and count •Grouping and sharing 	<ul style="list-style-type: none"> •Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backward
<p>Understanding the World People culture and communities.</p>	<p>Past and Present Children will learn:</p> <ul style="list-style-type: none"> • To share texts, images, and tell oral stories to develop an understanding of the past and present. • To share pictures of their family and listen to what they say about the pictures. 	<p>Past and Present Children will learn:</p> <ul style="list-style-type: none"> • Fictional and non-fictional characters from a range of cultures and times in storytelling. • To recognises special times and events of family. • When their birthday is. 	<p>Past and Present Children will learn:</p> <ul style="list-style-type: none"> • To share texts, images, and stories to develop an understanding of the past and present. • The history of the bookmark from Victorian times versus modern-day styles. 	<p>Past and Present Children will learn:</p> <ul style="list-style-type: none"> • To listen to what children say about their own experiences with people who are familiar to them 	<p>Past and Present Children will learn:</p> <ul style="list-style-type: none"> • To organise events using basic chronology, recognising that things happened before they were born. • To use pictures, stories, artefacts and accounts from the past to explain similarities and differences 	<p>Past and Present Children will learn:</p> <ul style="list-style-type: none"> • How to use images of familiar situations in the past, such as homes, schools, and transport
	<p>People, Culture and Communities Children will learn to describe the immediate environment, using new</p>	<p>People, Culture and Communities Children will learn:</p> <ul style="list-style-type: none"> • To explain how children’s lives in other countries may be similar 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • To use non-fiction texts to gain an insight into contrasting environments. 	<p>People, Culture and Communities</p> <p>Some similarities and differences between different cultural communities in this</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • How to use images, video clips, shared texts and other resources to 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • To use aerial views of the school setting, commenting on what they notice, recognising

	vocabulary where appropriate. To know the name of the ad and the town that the school is located in.	or different in terms of how they travel to school, what they eat, where they live.	• How to use relevant, specific vocabulary to describe contrasting locations.	country. • To draw upon their own experiences and what has been read in class.	bring the wider world into the classroom.	buildings, open space, roads and other simple features. • To draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
	The Natural World To use the vocabulary needed to name specific natural features of the world. • To share and use non-fiction texts that offer an insight into contrasting environments. • How to explore their senses.	The Natural World To interact with natural processes, such as ice melting. • What waterproof materials are. • How to design a boat. • How to create and test a boat. • Will interact with natural processes, such as a boat floating on water. • Will observe and interact with sound causing a vibration. • Will observe and interact magnets attracting an object.	The Natural World To name and describe some plants and animals. • To recognise familiar plants and animals whilst outside. • How plants grow.	The Natural World How we care for the natural world around us. • How to draw pictures of the natural world, including animals and plants. • All about different Life Cycles.	The Natural World How light travels through transparent material and an object casting a shadow. • How the seasons change, talking about the weather and seasonal features. • How to use images and texts to learn about the changing seasons.	The Natural World How to communicate their understanding of their own environment and contrasting environments through conversation and in play.
Expressive Arts and Design	<p>Creating with Materials: Throughout topics all EYFS - Children to sing/join in with nursery rhymes/songs. Move rhythmically to music and explore the sounds of different instruments to make music. Explore how colour can be change by colour mixing. Manipulate a variety of different media and materials such as playdough, clay, wool, threading, weaving to achieve a certain outcome. Use large scale materials such as cardboard boxes, blocks and a variety of tools to join together and build/shape horizontally or vertically to achieve certain outcomes and representations related to topics. All children will use different media to create an immersive classroom each half term.</p> <p>Being Imaginative and Expressive Throughout topics all EYFS- Engage in role play experiences alongside other children using props to create roles and develop a story line or narrative in their play. Capture experiences through a range of media, such as dance, paint, words and other materials. Choose particular colours for a purpose. Have their own ideas express these through experimenting with art and design. Build stories using small world figures and create representations of events, objects and people when using media.</p>					
Kapow focus	Marvellous Marks	Cooking and Nutrition: Making Soup	Structure: Junk Modelling	3D Creation	Let's Get crafty	Painting and mixed media - painting my world
DT	<p>Cooking and Nutrition Within EYFS children will have opportunities to:</p> <ul style="list-style-type: none"> • Talk about healthy and unhealthy foods. • Talk about having a balance of these. • Talk about likes and dislikes. 					

	<ul style="list-style-type: none"> • Use a range of tools with care and precision. <p>Design: Developing, Planning and Communicating Ideas</p> <ul style="list-style-type: none"> • Children will be provided with opportunities to work together to develop and realise creative ideas. • Encouragement will be given for children to think about and discuss what they want to make. • Products will be looked at to generate inspiration and conversation about art and artists. <p>Make</p> <ul style="list-style-type: none"> • All children will be provided with a range of materials for children to construct with. <p>Evaluate</p> <ul style="list-style-type: none"> • All children will discuss problems and how they might be solved as they arise. • All adults will reflect with children on how they have achieved their aims. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • All children will be taught different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Children will be provided with a range of materials and tools and be taught how to use them with care and precision. 					
Music Charanga focus	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Reflect and Replay
RE (Come and See)	Myself (Domestic Church - Family) Welcome (Baptism/Confirmation - Belonging) Birthday (Advent - Christmas - Loving) Other Faith - Hanukkah		Celebrating (Local Church - Community - visit church) Gathering (Eucharist - Relating) Growing (Lent - Easter - Giving) Other faith - Diwali		Good News (Pentecost - Serving) Friends (Reconciliation - Inter-Relating) Our World (Universal church - World) Recognising Sikhs	
RSE	Module 1: Created and Loved by God		Module 2: Created to Love others		Module 3: Created to live in community.	