



Term 1			
	Area of Learning	EYFS Thread	PD Opportunity
Reading	Text: The invisible string. Ruby's Worry Guess how much I love you Owl Babies Elmer	EYFS Link: Chooses favourite books and wants to read them again. Can talk about what they see happening in a picture. Begins to understand that print has meaning.	PD: Identify, self-acceptance, celebrating differences. Activity: Create an Elmer elephant with unique patterns.
Writing	Texts: The Invisible String / Ruby's Worry / Guess how much I love you / Owl Babies/Elmer	EYFS Link: Engage in mark making, begin to write letters from their name, give meaning to marks. Listen to and discuss stories, respond to illustrations and characters. Develop vocabulary linked to emotions, family, and identity. Develop fine-motor skills through varied mark-making tools.	PD: Belonging & Emotional Security: Children to create their own 'My Family and Me Book.'
Maths	Number Unit: Getting to know you	EYFS Link: Match, sort and compare Children will sort, match and compare objects according to a range of factors. E.g. size, shape, colour, object, amount. EYFS Link: Talk about measure and patterns Children will compare objects depending on length, size, mass. Children will use correct mathematical language such as, longer than/shorter than, to discuss different objects.	PD: Motivation & Curiosity Autumnal class walk around the school grounds looking for different colour/shape leaves, stones, sticks, pinecones etc. Explore different ways the items can be sorted/organised. PD: Confidence & Independence - children to explore different ways of measuring (capacity, mass and length) in provision using scales, filling containers with lentils, measuring and comparing height amongst peers.
Physical Development	PE		
	Gross Motor	Continuous Provision: Children have a wide open outdoor space with a range of gross motor activities. Children will work on their gross motor skills through both child and adult initiated tasks e.g. building and completing obstacle courses, large scale drawing and painting, transporting a range of materials with different tools and den building.	PD: Build confidence: trying new movements without fear, e.g., climbing, balancing, or rolling. Kiiiiiioop mmm002F>z>
	Fine Motor	EYFS Link: Pencil Control Teachers will undertake a fine motor pencil grip audit to assess children's fine motor baseline. Continuous Provision: Children have access to a range of fine motor based/themed activities within both indoor and outdoor provision at all times.	
Understanding the World	Science - The Natural World	EYFS Link: Talk about members of their immediate family and community. Name and describe people who are familiar to them.	PD: talk about members of their family and Use a range of small tools, including scissors, paint brushes to make their family.
	History – Past and Present Local History Link – Me in the Past, Our Homes	EYFS Link: -Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	PD Focus: Sense of identity and belonging- What is my home like? How is it similar or different to others? Activities: - Role play/home corner set up as a home from the past.
	RE – People and Communities Unit: Believing	EYFS Link: Which stories are special and why? Suggested Activity: I can share my own "special books" and listen to others' stories from faiths and cultures.	PD: Listening, empathy, appreciating different family values.



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Expressive Arts and Design	Art – Creating with Materials Unit: Using and exploring different materials Mixing colour and textures.	EYFS Link: to use a range of materials creatively to design and make products.	PD: Building Confidence - Celebrate experimentation rather than perfection. Children feel proud of their creations in whichever form they take. Activity: explore different materials indoor and outside. Colour mixing and exploring different textures.
	Music – Being Imaginative and Expressive	NC Link: Explore sounds using voice, body & instruments; sing simple songs Charanga unit: Exploring sound	PD: Builds confidence, communication, turn-taking and listening; supports emotional regulation
Personal, Social and Emotional Development	Managing Self	EYFS Link: Manage our own hygiene. Children will learn about the importance of going to the toilet regularly throughout the day. Children will understand the importance of washing their hands and how to wash their hands properly.	PD: Self-care routines Practising putting on coats, shoes, and zipping independently. Handwashing routines before meals and after outdoor play.
	Building Relationships	EYFS Link: understand classroom rules and expectations Children will learn how classroom rules and expectations work. They will understand why we have rules at school and why it is important to follow them.	PD: Conflict resolution support Encouraging children to talk about problems and find solutions.
	Self-Regulation	EYFS Link: Zones of Regulation Children will explore their classroom regulation station. They will learn about different emotions and how they are often expressed. Children will work on building strong adult relationships to feel comfortable expressing emotions and regulating their emotions.	PD: Emotion recognition activities Using emotion cards or mirrors to identify and name feelings.
Computing	Computing is explored through provision by: • Programming floor robots to move. • Types and uses of technology in everyday life. • Using an IPAD to tap, swipe and explore using simple software such as games, camera app. • Creating their own pictures using a paint app.		
Educational visits/ workshops:			



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Term 2

	Area Of Learning	EYFS Thread	PD Opportunity
Reading	Text: Supertato Superworm Ten Little Superheroes Even Superheroes Have Bad Days	EYFS Link: Joins in with repeated phrases in stories and rhymes. Enjoys a wide range of stories, poems, and information books. Uses new vocabulary from books in their play.	PD: Emotional regulation and managing big feelings. Activity: Act out feelings using super hero poses.
Writing	Texts: Supertato / Superworm / Ten Little Superheroes/Even Superheroes Have Bad Days	EYFS Link:: Form lower-case letters; write CVC words using taught phonics. Recognise simple words; sequence events from stories. Use talk to connect ideas when retelling. Improve pencil grip; control writing tools with accuracy.	PD: Helping Others & Teamwork: Class Heroes Chart - Children nominate class members for kind acts.
Maths	Number Shape Measure	EYFS Link: (its me 1,2,3) have a deep understanding of numbers 1-10 Children will explore different representations of 1,2 and 3. Children will touch while they count 1,2 and 3. Children will subitise 1,2 and 3. Children will begin to represent 1, 2 and 3 with a range of manipulatives. EYFS Link: Circles and triangles and shapes with 4 sides Children will notice 2D shapes in the environment around them and begin to describe their properities.	PD: Building relationships ~ tour around the school in groups, where can you see 1, 2, 3 of something? PD: Confidence & Independence ~ children to draw large & small circles and triangles in chalk on the playground. PD: Resilience & Perseverance ~ use elastic bands/loom bands/peg boards to create different 4 sided shapes.
Physical Development	PE	EYFS link: Body management -to move in different ways -to reach and stretch -to make bridges with our bodies -to travel over and under apparatus -to make shapes with our bodies	PD: Build confidence: trying new movements without fear, e.g., climbing, balancing, or rolling. Recognising their own limits and adjusting effort to stay safe.
	Gross Motor	Continuous Provision: Children have a wide-open outdoor space with a range of gross motor activities. Children will work on their gross motor skills through both child and adult initiated tasks e.g. building and completing obstacle courses, large scale drawing and painting, transporting a range of materials with different tools and den building.	
	Fine Motor	EYFS Link: Foundations for Fine Motor Children begin their 'Write Dance' handwriting scheme with a focus on gross motor; moving on to fine motor practise throughout the term.. Continuous Provision: Children have access to a range of fine motor based/themed activities within both indoor and outdoor provision at all times.	
Understanding The World	Science	EYFS Objectives Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different from the one in which they live.	PD: begin to show an awareness of scientific differences and record them pictorially.
	Geography	EYFS Link: Human & Physical Geography: observe and talk about the effects of the changing season on the immediate environment using my senses Geographical Skills & Fieldwork: draw simple maps depicting a familiar place or story.	PD: Impact on the Wider World Suggested Activity: Nature walks to spot seasonal changes and the impact on the living world



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	RE – People and Communities Unit: Believing	EYFS Link: Which people are special and why?	PD: Recognising kindness, gratitude, community awareness. Suggested Activity: I can create a “People Who Help Us” wall with drawings/photos.
Expressive Arts and Design	DT: Exploring different materials	EYFS Link: build structures, exploring how they can be made stronger, stiffer and more stable	PD: Building Confidence & Independence - Independent decision-making, Confidence in trying unfamiliar materials. Communication and language – developing expressive language. Suggested Activity: indoor and outdoor materials, cutting, sticking, junk modelling. Material investigation stations — trays with fabric, foil, wood, plastic, cardboard, natural materials.
	Music – Being Imaginative and Expressive	NC Link: Explore sounds using voice, body & instruments; sing simple songs. Charanga unit: Exploring sound	PD: Builds confidence, communication, turn-taking and listening; supports emotional regulation
Personal, Social and Emotional Development	Managing Self	EYFS Link: Discuss what family looks like. Children will discuss that all families look different. Children will be able to understand that families can be different from their own.	PD: respect for others Circle time where children talk about who lives in their home. Drawing pictures of their families and sharing with the group. Reading stories that show different family structures.
	Building Relationships	EYFS Link: Be tolerant of our differences Children can explain why it is important to be kind to others and celebrate other peoples achievements even though they may differ to our own.	PD: respect, empathy, and acceptance of others. Talking about how everyone looks different but is equally valued. Group discussions about kindness and respect
	Self-Regulation	EYFS Link: Celebrate our achievements Children will discuss what they are proud of achieving. Children will understand that others achievements deserve to be celebrated as well as their own.	PD: confidence and self-esteem Display boards showing children’s work and progress. Encouraging children to talk about something they are proud of.
Computing	Computing is explored through provision by: • Programming floor robots to move. • Types and uses of technology in everyday life. • Using an IPAD to tap, swipe and explore using simple software such as games, camera app. • Creating their own pictures using a paint app.		
Educational visits/ workshops: Local Walk to the post box – Posting Letters to Santa			



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Term 3

	Unit	NC Thread	PD Opportunity
Reading	Text: Dear Zoo What the Ladybird heard Monkey Puzzle We're going on a Bear Hunt	EYFS Link: Can retell simple parts of a familiar story. Uses new vocabulary from books in their play. Starts blending sounds to read simple words.	PD: Relationship, reassurance and belonging. Activity: Family connections, family trees, animal matching parent to baby.
Writing	Texts: Dear Zoo / What the Ladybird heard / Monkey Puzzle / We're going on a Bear Hunt	EYFS Link: Write simple sentences; spell some words using phonics; compose descriptive phrases. Discuss characters, settings, and actions in stories. Use language to describe animals, journeys, and habitats. Strengthen handwriting muscles through fine-motor tasks.	PD: Choice & Preferences: Children to describe their perfect pet and explain their choice.
Maths	Number Measure	EYFS Link: (Alive in 5) Subitise up to 5 Children will explore finding different representations of 4 and 5 and continue to develop their skill of subitising. Children will be introduced to Zero. EYFS Link: (Mass and capacity): Match, sort and compare Children will compare mass and capacity using different units. Children will use a range of apparatus such as balance scales, and digital scales. EYFS Link: (Growing 6,7,8) Compare quantities to 10 - have a deep understanding of numbers 1-10 Children will find different representations of the numbers 6,7,8.	PD: Confidence & Independence complete different actions in different quantities up to 5. E.g., 5 star jumps, 4 hops, 3 bunny hops, 2 spins, 1 clap etc. PD: Motivation & Curiosity Build a "measuring station" with cubes, ribbons, spoons, and containers for free exploration. PD: Resilience & Perseverance a number Easter egg hunt around the field. Children to find eggs with different magnetic numbers (7,8,9) inside. Can they sort the eggs back in class?
Physical Development	Simple movement to music, rhythm, expressive movement, creativity	EYFS link: Dance -to use colours and feelings in dance; to perform as animals using different levels and directions -to show expression in our sequence -to perform transport movements; to use leading and following movements	PD: Social skills: Responding to others' movements respectfully in group dances. Taking pride in trying new styles or movements, even if unsure.
	Gross Motor	Continuous Provision: Children have a wide-open outdoor space with a range of gross motor activities. Children will work on their gross motor skills through both child and adult initiated tasks e.g. building and completing obstacle courses, large scale drawing and painting, transporting a range of materials with different tools and den building.	
	Fine Motor	EYFS Link: Foundations for Fine Motor Children begin their 'dough disco' fine motor practise daily at school. Children work on strengthening their fine motor skills in preparation for writing tasks and fine motor tasks. Continuous Provision: Children have access to a range of fine motor based/themed activities within both indoor and outdoor provision at all times. Children are reminded of, and modelled, a correct pencil grip by an adult, if they are ready to, within provision.	
Understanding The World	RE – People and Communities Unit: Expressing	EYFS Link: Which places are special and why?	PD: Sense of belonging and emotional safety. Suggested Activity: I can create a collage of "My special place" using photos or drawings of comforting/fun places.



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	<u>Science – The Natural World</u>	<u>EYFS Link:</u> Explore the natural world around them. Making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what is read in class.	<u>PD:</u> Begin to show accuracy and care when drawing.
Expressive Arts and Design	<u>Art:</u> <u>Using and exploring different materials</u> <u>Mixing colour and textures.</u>	<u>EYFS Link:</u> to use a range of materials creatively to design and make products	<u>PD: Building Confidence</u> - Celebrate experimentation rather than perfection. Children feel proud of their creations in whichever form they take. <u>Activity:</u> explore different materials indoor and outside. Colour mixing and exploring different textures.
	<u>Music – Being Imaginative and Expressive</u>	<u>NC Link:</u> Sing from memory; explore pitch, tempo & dynamics; respond through movement Charanga unit: Music & Movement	<u>PD:</u> Develops resilience, focus and cooperation; supports physical development
Personal, Social and Emotional Development	<u>Managing Self</u>	<u>EYFS Link: Looking after ourselves and things around us</u> Children will learn how we can look after ourselves and keep healthy. Children will discuss what they must do to look after a pet.	<u>PD: responsibility and independence.</u> Teaching children to tidy up after activities. Caring for classroom resources Discussing why we look after our belongings.
	<u>Building Relationships</u>	<u>EYFS Link: How do we play in our classroom environment?</u> Children will learn ways in which we can stay safe in our environment and why it is important to look after it.	<u>PD: boundaries and responsible behaviour</u> Teaching classroom rules such as walking indoors and using equipment safely. Modelling safe use of scissors and toys. Discussing what to do if something breaks or someone gets hurt.
	<u>Self-Regulation</u>	<u>EYFS Link: How can I stay safe?</u> Children will learn ways in which we can stay safe in our environment. Children will learn how to stay safe around animals.	<u>PD: responsible decisions.</u> Talking about road safety and stranger awareness. Learning how to behave safely around pets and animals. Walks around the local area to identify safe behaviours.
Computing	<u>Computing is explored through provision by:</u> • Programming floor robots to move. • Types and uses of technology in everyday life. • Using an IPAD to tap, swipe and explore using simple software such as games, camera app. • Creating their own pictures using a paint app.		
Educational visits/ workshops:			



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Term 4

	Unit	NC Thread	PD Opportunity
Reading	Text: Jack and the Beanstalk The Enormous Turnip Oliver's Fruit Salad The Very Hungry Caterpillar	EYFS Link: Can talk about characters, events, and what might happen next. Read familiar words by sounding them out and blending.	PD: Healthy choices and openness to new experiences. Activity: Taste testing favourite fruits. Pictogram of class favourite fruits.
Writing	Texts: Jack and the Beanstalk / The Enormous Turnip Oliver's Fruit Salad / The Very Hungry Caterpillar	EYFS Link:. Write sequences of sentences; begin to use time connectives ("first", "next"). Understand how information texts differ from stories. Follow and give instructions; discuss healthy eating. Continue developing efficient, comfortable pencil grip.	PD: Bravery & Problem Solving: Children to plant beans, draw and talk about changes and keep a Brave Bean Diary.
Maths	Measure Number Shape	EYFS Link: (Length, height and time):Talk about measure and patterns Children will explore objects and begin to use the language of length to describe them. EYFS Link: (Building 9 and 10) have a deep understanding of numbers 1-10 Children will explore different representations of 9 and 10. Encourage children to count to 10 using objects in different arrangements by touching each object as they count. EYFS Link: (Explore 3-D shapes) Match, sort and compare Children will focus on the concept of 3-D shapes and their properties. Children extend their knowledge of recognising and naming 3-D shapes to finding and identifying the 2-D shapes on the flat faces of 3-D shapes.	PD: Motivation & Curiosity children to be given a length of ribbon (or a 30cm ruler). Can they find items longer or shorter than the length provided? PD: Managing self number bonds to 10. Children to create a rainbow painting, linking different numbers that make 10 by one colour. PD: BUILDING RELATIONSHIPS children to create monsters/aliens/robots using different junk modelling, talking about which shapes would be best to use
Physical Development	Early ball skills / object manipulation / simple play, sharing, turn-taking Gross Motor Fine Motor	EYFS link: Manipulation and co-ordination -to handle a ball -to kick a ball -to hop, jump and step -to send a ball or beanbag -to send and stop in a game Continuous Provision: Children have a wide-open outdoor space with a range of gross motor activities. Children will work on their gross motor skills through both child and adult initiated tasks e.g. building and completing obstacle courses, large scale drawing and painting, transporting a range of materials with different tools and den building. EYFS Link: Foundations for Fine Motor Children will continue their 'dough disco' fine motor practise daily at school. Children work on strengthening their fine motor skills in preparation for writing tasks and fine motor tasks. Continuous Provision: Children have access to a range of fine motor based/themed activities within both indoor and outdoor provision at all times. Children are reminded of, and modelled, a correct pencil grip by an adult, if they are ready to, within provision.	PD: Early Resilience: Trying different ways to control equipment (balls, beanbags, bats). Sharing equipment fairly and waiting their turn.



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Understanding the world	Science	<u>EYFS Link:</u> Explore the natural world around them. Recognise some environments that are different from the one in which they live.	PD: Set and work towards simple goals, begin to be able to wait for what they want and control their immediate impulses when appropriate to keep everyone safe.
	RE Unit: Expressing	<u>EYFS Link: What times are special and why?</u>	PD: Respect for diversity and shared joy. Suggested Activity: We can create a class calendar of celebrations (birthdays, festivals)
Expressive Arts and Design	DT: Building with different materials	<u>EYFS Link:</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	PD: Fine and gross motor - Strengthening hand muscles. Developing safe tool use; Improving control and coordination. Suggested Activity: construction play, indoor and outdoor materials, junk modelling Encourage children to choose their own materials for simple builds (crowns, bridges, models)
	Music – Being Imaginative and Expressive	<u>NC Link:</u> Sing from memory; explore pitch, tempo & dynamics; respond through movement Charanga unit: Music & Movement	PD: Develops resilience, focus and cooperation; supports physical development
Personal Social and Emotional Development	Managing Self	<u>EYFS Link: Understand the importance of hygiene.</u> Children will discuss the importance of keeping clean, eating healthy, staying active and maintaining oral hygiene.	PD: physical wellbeing and independence Demonstrating proper handwashing routines. Discussing why we wash hands before eating and after using the toilet. Activities about brushing teeth and keeping clean.
	Building Relationships	<u>Continuous Provision:</u> Children are regularly reminded of how to maintain and build relationships within our classroom environment. Children are given opportunities for team building, sharing and turn taking within continuous provision.	
	Self-Regulation	<u>EYFS Link: Discuss how looking after ourselves is important for our mental and physical health.</u> Children will discuss what mental health is and ways in which we can look after our mental health.	PD: recognise and manage their emotions Talking about feelings during circle time. Using calm-down areas or quiet corners.
Computing	<u>Computing is explored through provision by:</u> • Programming floor robots to move. • Types and uses of technology in everyday life. • Using an IPAD to tap, swipe and explore using simple software such as games, camera app. • Creating their own pictures using a paint app.		

Educational visits/ workshops:
Hatching Ducklings



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Term 5

	Unit	NC Thread	PD Opportunity
Reading	Text: Gingerbread Man Three Little Pigs Goldilocks Little Red Riding Hood 3 Billy Goats Gruff	EYFS Link: Can read simple sentences. Show understanding of stories, including characters and events.	PD: Stranger awareness and listening to advice. Activity: Discuss rules to speak us safe. What choices could LRRH have made to keep herself safe?
Writing	Texts: Gingerbread Man / Three Little Pigs / Goldilocks Little Red Riding Hood/ 3 Billy Goats Gruff	EYFS Link: Innovate on familiar tales; use capital letters and full stops with support. Compare traditional tales and characters; predict story endings. Discuss moral themes, character choices, and consequences. Develop stamina for writing longer story sequences.	PD: Right & Wrong: Working in groups, discuss consequences of good and bad choices and role play alternatives.
Maths	Number	EYFS Link (To 20 and beyond) Count aloud beyond 20 Children will become more familiar with numbers beyond 10 and the pattern of numbers to 20 and beyond EYFS Link: (How many now?) Count aloud beyond 20 Children will explore the changes that happen when you add more and take away. EYFS Link: Manipulate, choose and decompose Children will select shapes for a particular purpose e.g. making pictures, building large scale construction.	PD: Resilience & Perseverance children to use Numicon pieces to create 'teen' numbers. PD: BUILDING RELATIONSHIPS & collaboration work as a partner, throwing beanbags into a hoop one at a time. If child A threw in 3 beanbags, can child B carry on counting to find out the total? PD: Motivation & Curiosity children use 2D shapes/foam shape stickers to create different pictures, choosing appropriate 2D shapes for different reasons.
Physical Development	PE: Body control, balance, spatial awareness, movement exploration	EYFS link Gymnastics unit 1 -take off and land on two feet -balance and move balls and beanbags -travel on mats and benches -copy and repeat actions -perform simple shapes and balances	PD: Early resilience: Feeling their muscles work during balances, jumps, or rolls. Choosing movements that stretch and strengthen the body safely.
	Gross Motor	Continuous Provision: Children have a wide-open outdoor space with a range of gross motor activities. Children will work on their gross motor skills through both child and adult initiated tasks e.g. building and completing obstacle courses, large scale drawing and painting, transporting a range of materials with different tools and den building.	
	Fine Motor	EYFS Link: Foundations for Fine Motor Children will begin formal handwriting practise weekly with an adult. They will practise letter formation before a writing task, working through letters and ensuring a correct pencil grip. Continuous Provision: Children have access to a range of fine motor based/themed activities within both indoor and outdoor provision at all times. Children are reminded of, and modelled, a correct pencil grip by an adult, if they are ready to, within provision.	



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Understanding the World	Science	EYFS objectives: Explore the natural world around them. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	PD: develop an awareness of others' opinions and discuss differing opinions.
	History	EYFS objectives: - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day - Describe events in some detail. - Engage in story times. - Listen to and talk about stories to build familiarity and	PD Focus: Curiosity: How is this story linked to the past? Suggested Activities: - Share traditional stories and discuss when it was set? How do we know this? Role play stories from the past.
	RE Unit: Living	EYFS Link: Being special: Where do we belong?	PD: Building community and confidence. Suggested Activity: We can create a friendship web – toss a ball of yarn around, saying kind things about each classmate.
Expressive Arts and Design	Art: Prints and patterns Lines and symmertry	EYFS Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Activities: butterfly lines of symmetry. Animal prints	PD: Turn-Taking and Sharing Resources - Sharing tools like rollers, trays, paint blocks. Working together to create group patterns.
	Music – Being Imaginative and Expressive	NC Link: Create sound stories; perform to others; talk about music Charanga unit: Performance & Expression	PD: Builds self-esteem, self-expression and sense of achievement
Personal Social and Emotional Development	Managing Self	EYFS Link: Staying safe Children will learn how it is important to stay safe around water, to stay safe while playing, staying safe around fireworks	PD: responsibility and awareness of others' safety. Teaching rules for outdoor play equipment. Encouraging children to recognise risky behaviour. Practising safe movement in games and activities.
	Building Relationships	EYFS Link: The importance of team work. Children will discuss how to work together as a team. Children will discuss how to deal with unkind behaviour and what to do if this happens.	PD: forming positive relationships. Group building tasks (e.g., building with blocks together). Team games that require cooperation. Encouraging children to help and support peers.
	Self-Regulation		
Computin g	Computing is explored through provision by: • Programming floor robots to move. • Types and uses of technology in everyday life. • Using an IPAD to tap, swipe and explore using simple software such as games, camera app. • Creating their own pictures using a paint app.		

Educational visits/ workshops:



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Term 6

	Unit	NC Thread	PD Opportunity
Reading	Text: Tiddler Commotion in the Ocean Rainbow fish Snail and the Whale Billy's Bucket	EYFS Link: Read some common tricky words. Talk about what they have read and answer simple questions.	PD: Kindness, sharing and friendships. Activity: Create a class 'Kindness Fish' where children create individual scales and add kind actions.
Writing	Texts: Tiddler / Commotion in the Ocean / Rainbow fish Snail and the Whale / Billy's Bucket	EYFS Link: Write longer narratives; apply phonics independently; use simple punctuation. Understand vocabulary linked to oceans, journeys, and emotions. Express ideas clearly in full sentences; verbal storytelling. Write with increased accuracy, speed, and control.	PD: Friendship & Sharing: Friendship Promise Task - Children make a class promise poster.
Maths	Number	EYFS: Sharing and grouping Children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair. EYFS Link: (Working together) Visualise, build & make connections Children will deepen their understanding of different patterns, and will begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.	PD: BUILDING RELATIONSHIPS children to role play a teddy bear's picnic, sharing out different loose parts as imaginary food items fairly for the teddies. PD: BUILDING RELATIONSHIPS & collaboration children to go on a tour of the school in groups, working with a partner to draw a map of the school for new YR pupils
Physical Development	PE: Early movement, running, jumping, exploring movement forms	EYFS link: Co-operate and Solve Problems, match colours and symbols; work as a team to complete a task; use our bodies to make number shapes. Follow a trail; work with others to make patterns; work with a partner to complete challenges.	PD: Social skills: Working with peers reduces stress and builds confidence. Communicating and taking turns helps manage emotions and energy.
	Gross Motor	Continuous Provision: Children have a wide-open outdoor space with a range of gross motor activities. Children will work on their gross motor skills through both child and adult initiated tasks e.g. building and completing obstacle courses, large scale drawing and painting, transporting a range of materials with different tools and den building.	
	Fine Motor	EYFS Link: Foundations for Fine Motor Children will continue formal handwriting practise weekly with an adult. They will practise letter formation before a writing task, working through letters and ensuring a correct pencil grip. Continuous Provision: Children have access to a range of fine motor based/themed activities within both indoor and outdoor provision at all times. Children are reminded of, and modelled, a correct pencil grip by an adult, if they are ready to, within provision.	
Understanding the World	Science	EYFS Link: Explore the natural world around them. Making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what is read in class.	PD: Begin to show accuracy and care when drawing.



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	Geography	EYFS Link: Locational Knowledge: describe a familiar route in words and in a map after making observations of my environment Place Knowledge: describe simple differences between where they live and people in other countries	PD: respect people from other places by reading stories from other cultures...what is the weather like there? What food do they eat?
	RE Unit: Living	EYFS Link: What is special about our world? Suggested Activity: We can go on a nature walk and do a gratitude drawing.	PD: Caring for the environment and awe/ wonder.
Expressive Arts and Design	DT: Exploring and Building with different materials	EYFS Link: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	PD: Fine and gross motor - Strengthening hand muscles, developing safe tool use & improving control and coordination Suggested Activities: construction play, indoor and outdoor materials, junk modelling. Encourage children to choose their own materials for simple builds (crowns, bridges, models)
	Music – Being Imaginative and Expressive	NC Link: Create sound stories; perform to others; talk about music Charanga unit: Performance & Expression	PD: Builds self-esteem, self-expression and sense of achievement
Personal, Social and Emotional Development	Managing Self	EYFS Link: Sun Safety and Water Safety Children will discuss different points of sun safety. Children will discuss how it is important to stay around safe around water.	PD: understanding of personal safety and healthy choices. Discussing why we wear hats and sunscreen in sunny weather. Talking about safe behaviour near water. Practising safety routines during outdoor play.
	Building Relationships	EYFS Link: turn taking and sharing Children will listen to one person at a time and take turns in a conversation	PD: positive social interactions. Board games or circle games requiring turn-taking. Sharing toys during free play. Encouraging children to wait patiently and respect others.
	Self-Regulation	EYFS Link: I can talk about what makes me happy Children will learn hoe to discuss feelings and what we can do if we are having a feeling that is not nice.	PD: Emotional awareness and confidence in sharing feelings. Circle time discussions about favourite activities or people. Drawing or writing about things that make them feel happy. Encouraging children to express positive emotions.
Computin g	Computing is explored through provision by: • Programming floor robots to move. • Types and uses of technology in everyday life. • Using an IPAD to tap, swipe and explore using simple software such as games, camera app. • Creating their own pictures using a paint app.		
Educational visits/ workshops: Trip to Minnis Bay			