

| EYFS Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Possible suggestions for trips & events | | Production in school instead of trip | | National History Museum visit | Trip to the allotments Chicks and caterpillars in school / wolves lane creature workshop | Science museum visit |
| PSED Personal, Social and Emotional Development: Making relationships, self-confidence and self-awareness, managing feelings and behaviour | Settling into new environment/transition into new school and classroom. Establishing rules and daily classroom routines and appropriate behaviour. Introducing key group sessions – sharing information about ourselves and making friends. | | Discussing and recognising different feelings 'Right and wrong' through stories Taking turns and sharing when playing Continuing to build friendships Developing the confidence to try out new and different activities / areas of the Nursery | | Responsibility of caring for living things and the environment Develop personal, social and emotional skills through topic-related stories and role play | Developing independence in preparation for transition to Reception class Talking about changes |
| | | Celebrating different festivals and sharing our own experiences | | | | |
| CL Communication and Language: Listening and attention, understanding, speaking | Introducing new topic-related vocabulary through stories, songs and role play. | | | | | |
| | Listening to familiar stories and focusing in one-to-one scenarios or small groups (key groups) Talking about ourselves and our families | Stories and songs about different festivals and celebrations Role-play and dressing up Continuing to listen in key group sessions and beginning to share own ideas about stories or topic | Listening to traditional stories and rhymes and learning to retell Exploring repetition and rhyme in stories and songs/rhymes | Information books to introduce topic vocabulary. Following directions and responding to simple instructions Understanding and responding to a range of questions, and using more complex sentences when talking in small | Sharing knowledge and asking questions. Retelling stories through role play and use of story props, e.g. <i>The very hungry caterpillar</i> | Talking about changes, e.g. in the weather / seasons and changes in our own lives, e.g. moving into Reception |

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| PD Physical Development: Moving and handling, health and self-care | In Nursery, children develop their physical skills (both fine motor and gross motor) through daily activities and meaningful tasks. Activities to develop fine motor skills may include playing with malleable materials, such as playdough or other messy play, threading, sorting objects using tweezers, cooking, or playing with construction materials. Children will also have daily opportunities to make marks in different ways, for example, using their fingers in paint or jelly, or using chalk outside. Activities to develop gross motor skills may include building using large blocks or objects, climbing and exploring obstacle courses, using tricycles and bicycles, and other elements of outdoor play. | | | | | |
| | Exploring the physical equipment in the indoor and outdoor environment. Introducing the snack bar. | Exploring the physical equipment in the indoor and outdoor environment. Sharing food from different cultures, linked to different religious festivals. | Moving with pleasure and confidence whilst exploring the physical equipment in the indoor and outdoor environment. Increasing independence in self-care, e.g. when using the toilet, washing hands, dressing, etc. | Planting and using new tools safely and with increasing independence | Introducing PE sessions in hall in preparation for Reception Sports Day – developing confidence and control when using objects and moving in different ways | |
| Literacy Reading and writing | Developing early reading skills and an interest in stories and rhymes. Listening to a range of core topic books and explore different story elements, e.g. handling books carefully and independently and looking at illustrations, joining in with repetition of stories and rhymes, and discussing the main characters and events in stories. Children will also have a range of opportunities to make marks in different ways and using different forms of media (see 'PD' above). Also see CL (above) and separate phonics plan for Phase 1 activities. | | | | | |
| Mathematics CS | The principle focus of mathematics teaching in the Early Years is to ensure children develop a fascination and enjoyment of numbers and to develop secure foundations and basic skills with numbers and Shape, Space and Measures. This will be | | | | | |

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| Number Shape, space and measure | <p>achieved through play and involve working with a range of real objects for sorting, counting and calculating to solve simple practical problems.</p> <p>In Nursery, children learn to recite the number names in order to 10 and back down, recognise some numerals of personal significance and begin to order them to 3, 5 and then 10. They will have opportunities to represent numbers in different ways, for example, using their fingers, or drawing pictures. Children will have practical experience of comparing size and using basic vocabulary of size, through stories as well as experiences. They will begin to use positional language as well as talk about features and shapes of everyday objects. They will have opportunities to play and make arrangements with shapes, for example, through construction activities.</p> | | | | |
| EAD Expressive Arts and Design: Exploring media and materials, Being Imaginative | Singing familiar songs and exploring dancing and movement in response to music Exploring construction materials, paint and collage. Introduction to junk modelling area. | Art and imaginative play linked to different festivals and celebrations, e.g. Fireworks, Eid and Diwali, Christmas | Exploring colour mixing using paint Using a variety of construction materials for different purposes and in imaginative ways Exploring different forms of art, e.g. drawing, painting, collage, making masks and puppets, building using construction Exploring different role play areas. Building stories using props and through imaginative role play. | Observational drawing and painting linked to topic Creating minibeasts using different art forms | Introducing water as a form of art, e.g. water colour paints |
| UW Understanding the World: People & Communities, The World, Technology | Reading stories and having discussions linked to ourselves and our families. Talking about special experiences in our lives, e.g. birthdays Introduction to computers in | Learning about different cultures, festivals and celebrations. Talking about our own experiences. Using 2paint to make firework pictures. | Continue to explore using beebots and other technological toys. Introduce new computer programmes. Talking about changes in the weather. Easter activities and stories/songs | Stories and songs linked to minibeasts and growth. Planting and making observations of plants and animals/insects. Looking at life cycles, e.g. caterpillars Talking about changes in the weather. | Talking about changes in the weather. Talking about changes in our lives and similarities and differences, e.g. transition into Reception |

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| | the Nursery. Using 2paint to draw pictures of ourselves and our families. | | | | | |
| | <p><u>Please note:</u> Topics are designed to ensure that learning opportunities are planned across all areas of development during the course of the year. However, the Early Years' guiding principle is to follow children's interests wherever possible, regardless of the topic focus.</p> | | | | | |
| <u>Reception</u> | <u>Autumn 1 - Me and My school</u> | <u>Autumn 2 – Off to Work We Go</u> | <u>Spring 1 – Just Imagine</u> | <u>Spring 2 - Into the Woods</u> | <u>Summer 1 – Let it Grow</u> | <u>Summer 2 – Exploring Our World</u> |
| <u>Trips and events</u> | | <u>Father Christmas trip at Lyric Theatre?</u> | | <u>Highgate Woods trip</u> | <u>Chicks and butterflies</u> | <u>Cutty Sark?</u> |
| <u>Mathematics</u> | The principle focus of mathematics teaching in the Early Years is to ensure children develop a fascination and enjoyment of numbers and to develop secure foundations and basic skills with numbers and Shape, Space and Measures. This will be achieved through play and involve working with a range of real objects for sorting, counting and calculating to solve simple practical problems. | | | | | |

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| Number Shape, space and measure | In Reception, children learn to recite the number names in order to 20 and back, recognise and order numerals to 5, 10, and then 20, and say the number one more or one less numbers from 1-20. Children will have practical experience of adding and subtracting small groups of objects and will learn to 'count on or back' to find the answer. Children will also learn to name and describe shapes using mathematical language. They will explore, describe and compare size, weight, capacity, position, distance, time and money and to solve practical problems. This will primarily be achieved through adult modelling, play and exploration, and through 'roleplay' and stories. | | | | | |
| CL Communication and Language: Listening and attention, understanding, speaking | Understand and/or use topic related vocabulary small group work, key group time Listen to and understand instructions (new routines). Talk about ourselves and our families and get to know our key groups and familiar adults in Reception. | | Maintaining concentration during whole class carpet sessions – listening and responding. Introduce 'Show and tell' and 'talk partners'. Role play around jobs (emergency services). Asking and answering a range of questions. | Development of imaginative language through role play and small world activities linked to topic. Create open-ended 'imagination area' for role play. | Use of repetitive story language. Developing role play through introducing narratives and story retelling. | Develop spoken language through play, songs, 'Talk for writing' – creating a story around a character (parent partnership) Sharing experiences and discussing our feelings/asking questions about moving to year 1 |
| Literacy Reading and writing | Selecting books to share with friends and take home. around topic themes Listening to stories, particularly from 'core' book collection Shared reading/writing | | | | | |
| | Recognise/write names. Give meaning to marks Environmental print and symbols | | Guided reading vocabulary Creating and describing characters. Reading and writing speech bubbles. | Simple recount writing Author illustrator focus. Traditional stories and other stories set in the woods: drama, invitations, letters, retelling, sequencing. | Establishing 'High frequency' word sight Writing workshop for parents and follow-up story. Reading and writing instructions for planting. Use of time connectives 'then', 'next', 'now'. | Applying reading and writing skills in a range of topic-based activities (gaining independence). |
| Phonics | Letters and sounds Phase 1: Daily opportunities to continue tuning into sounds, rhymes and rhythms through whole class and small group activities | | | | | |
| Games and activities to practise hearing sounds in words and orally blending sounds and segmenting | Letters and sounds Phase 1,2,3 words and developing sight vocabulary Phase 2 sounds and corresponding letters. Oral blending and segmenting | | Reading words by blending. Phase 3 sounds and corresponding letters. Letter names, alphabet rhyme/songs | Writing words by segmenting. Phase 3 sounds and corresponding letters | Reading/writing non- phonic Phase 3 sounds and corresponding letters | Phase 3 sounds and corresponding letters Phase 4 blending/segmenting |
| Handwriting | Develop fine motor skills through range of activities (see PD fine motor) | | | | | |
| | Form letters to match sounds in words | | Nelson Handwriting scheme | | | |

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| <p>PD Physical Development:</p> <p>Moving and handling, health and self-care</p> | <p>Outdoor gross motor skills and P.E. parachute games. Experimenting with ways of moving and avoiding obstacles, e.g. running, climbing and bikes</p> | <p>P.E. Floor & wall apparatus; travelling under, over and through balancing & climbing equipment. Developing ball skills Using hoses, tools, clipboards and pencils etc as part of role play</p> | <p>P.E. Music and Movement; moving with confidence, skill and expression. Small apparatus, beanbags, hoops Introduce workbench and real tools</p> | <p>Tree and log climbing in the woods, assessing & managing risk. Exploration, developing awareness of safety P.E. Wall and floor apparatus</p> | <p>Use of tools safely, for growing things and preparing food Healthy Food, drink and sleep P.E. small apparatus, paired work, bat & ball, hoops, beanbags</p> | <p>Outdoor P.E and athletics; high jump, running races, relays Practising a range of physical skills for Sports Day</p> |
| <p>Children will continue to develop and refine their gross motor skills by using a range of equipment, such as bikes, scooters, stilts, bouncy hoppers, balls, beanbags, outdoor climbing frame and A-frames. They will also have daily opportunities to develop their fine motor skills and practise mark-making in different ways, as well as practising to use tools effectively, e.g. scissors and pencils, following the whole school handwriting policy.</p> | | | | | | |
| <p>PSED Personal, Social and Emotional Development:</p> <p>Making relationships, self-confidence and self-awareness, managing feelings and behaviour</p> | <p>Transition and key groups. Sharing and comparing information about ourselves. Making friends. Establishing rules, daily routines, and appropriate behaviour. Introduce 'start sitter' and 'Star of the Week'.</p> | <p>Taking turns and sharing ideas and experiences. Celebrating similarities and differences. Developing independence skills and confidence to try out new activities and explore new areas. Managing feelings with more independence. Introduce 'Lunch time certificates'.</p> | <p>Superheroes; Helping others and finding a compromise through role-play and stories. Developing awareness of when to ask for help. Introduce Kelso's Choices for positive behaviour.</p> | <p>Managing risk taking, staying safe for self and others. Working collaboratively with parents and friends. Explore feelings through stories.</p> | <p>Through stories, modelling and role-play; Caring for the environment and for living things. Developing independence and empathy, continue to resolve problems using Kelso's Choices.</p> | <p>Preparing for transition to year 1 Working together in classroom and outside; Pairs and team games, relays (preparation for Sports day)</p> |
| <p>EAD Expressive Arts and Design:</p> <p>Exploring media and materials, Being Imaginative</p> | <p>Exploring & using a wide range of media & materials, painting, printing, collage, junk modelling, Being imaginative, drama, dressing up, storytelling, singing & dancing</p> | | | | | |
| <p>Introduce art areas and workshop area for independent access. Self-portraits.</p> | <p>Vehicles (linked to topic): printing, junk-modelling, collage</p> | <p>Exploring dressing up for role play characters</p> | <p>Retelling stories.</p> | <p>Observational drawing/ painting of plants, chicks, caterpillars, butterflies. Symmetrical butterfly painting/printing</p> | <p>Water colour paints and effects Creative responses to pictures, videos, music around a water/sea theme</p> | |
| <p>UW Understanding the World:</p> <p>People & Communities, The World, Technology</p> | <p>Learning about our families, origins, cultures and celebrations, Eid and Diwali. Exploring our school environment. Using 2paint to draw pictures and introduce</p> | <p>Finding out about and comparing occupations, including use of 2Simple on computers. People who help us; Emergency services, vehicles, Meeting the police, Road Safety week, Bonfire night. Christmas and Hannukah.</p> | <p>Investigating and exploring magnets, forces, robots, Superheroes. ICT; using ipads, computer programmes, digital cameras and Beebots. Chinese New Year</p> | <p>Learning about environments, habitats in woods, town, school Using computer programmes, programmable toys and digital cameras to capture experiences Easter activities.</p> | <p>Life cycles and change; plants and flowers; planting, growing and harvesting crops and flowers. Using computers and digital cameras to record their observations</p> | <p>Using computers and a range of technology at home and school to find out about things that interest us. Floating and sinking Exploring 'same' and 'different' in a range of contexts ('My world your world')</p> |

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| | independent access to computers. | | | | | |
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| PSED Personal, Social and Emotional Development: Making relationships, self-confidence and self-awareness, managing feelings and behaviour | Settling into new environment/transition into new school and classroom. Establishing rules and daily classroom routines and appropriate behaviour. Introducing key group sessions – sharing information about ourselves and making friends. | | Discussing and recognising different feelings 'Right and wrong' through stories Taking turns and sharing when playing Continuing to build friendships Developing the confidence to try out new and different activities / areas of the Nursery | | Responsibility of caring for living things and the environment Develop personal, social and emotional skills through topic-related stories and role play | Developing independence in preparation for transition to Reception class Talking about changes |
| CL | Introducing new topic-related vocabulary through stories, songs and role play. | | | | | |

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| <p>Communication and Language:</p> <p>Listening and attention, understanding, speaking</p> | <p>Listening to familiar stories and focusing in one-to-one scenarios or small groups (key groups) Talking about ourselves and our families</p> | <p>Stories and songs about different festivals and celebrations Role-play and dressing up Continuing to listen in key group sessions and beginning to share own ideas about stories or topic</p> | <p>Listening to traditional stories and rhymes and learning to retell Exploring repetition and rhyme in stories and songs/rhymes</p> | <p>Information books to introduce topic vocabulary. Following directions and responding to simple instructions Understanding and responding to a range of questions, and using more complex sentences when talking in small groups</p> | <p>Sharing knowledge and asking questions. Retelling stories through role play and use of story props, e.g. <i>The very hungry caterpillar</i></p> | <p>Talking about changes, e.g. in the weather / seasons and changes in our own lives, e.g. moving into Reception</p> | |
| <p>PD Physical Development:</p> <p>Moving and handling, health and self-care</p> | <p>In Nursery, children develop their physical skills (both fine motor and gross motor) through daily activities and meaningful tasks. Activities to develop fine motor skills may include playing with malleable materials, such as playdough or other messy play, threading, sorting objects using tweezers, cooking, or playing with construction materials. Children will also have daily opportunities to make marks in different ways, for example, using their fingers in paint or jelly, or using chalk outside. Activities to develop gross motor skills may include building using large blocks or objects, climbing and exploring obstacle courses, using tricycles and bicycles, and other elements of outdoor play.</p> | | | | | | |
| <p>Exploring the physical equipment in the indoor and outdoor environment.</p> <p>Introducing the snack bar.</p> | <p>Exploring the physical equipment in the indoor and outdoor environment.</p> | <p>Sharing food from different cultures, linked to different religious festivals.</p> | <p>Moving with pleasure and confidence whilst exploring the physical equipment in the indoor and outdoor environment.</p> <p>Increasing independence in self-care, e.g. when using the toilet, washing hands, dressing, etc.</p> | <p>Exploring different ways of moving (linked to topic)</p> | <p>Planting and using new tools safely and with increasing independence</p> | <p>Introducing PE sessions in hall in preparation for Reception</p> | <p>Sports Day – developing confidence and control when using objects and</p> |

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| Communities, The World, Technology | <p>ourselves and our families. Talking about special experiences in our lives, e.g. birthdays</p> <p>Introduction to computers in the Nursery. Using 2paint to draw pictures of ourselves and our families.</p> | <p>about our own experiences.</p> <p>Using 2paint to make firework pictures.</p> | Talking about changes in the weather. | | <p>observations of plants and animals/insects.</p> <p>Looking at life cycles, e.g. caterpillars</p> <p>Talking about changes in the weather.</p> | <p>similarities and differences, e.g. transition into Reception</p> |
| | <p><u>Please note:</u> Topics are designed to ensure that learning opportunities are planned across all areas of development during the course of the year. However, the Early Years' guiding principle is to follow children's interests wherever possible, regardless of the topic focus.</p> | | | Easter activities and stories/songs | | |

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| Reception | Autumn 1 - Me and My school | Autumn 2 – Off to Work We Go | Spring 1 – Just Imagine | Spring 2 - Into the Woods | Summer 1 – Let it Grow | Summer 2 – Exploring Our World |
| Trips and events | | Father Christmas trip at Lyric Theatre? | | Highgate Woods trip | Chicks and butterflies | Cutty Sark? |
| Mathematics Number Shape, space and measure | <p>The principle focus of mathematics teaching in the Early Years is to ensure children develop a fascination and enjoyment of numbers and to develop secure foundations and basic skills with numbers and Shape, Space and Measures. This will be achieved through play and involve working with a range of real objects for sorting, counting and calculating to solve simple practical problems.</p> <p>In Reception, children learn to recite the number names in order to 20 and back, recognise and order numerals to 5, 10, and then 20, and say the number one more or one less numbers from 1-20. Children will have practical experience of adding and subtracting small groups of objects and will learn to 'count on or back' to find the answer. Children will also learn to name and describe shapes using mathematical language. They will explore, describe and compare size, weight, capacity, position, distance, time and money and to solve practical problems. This will primarily be achieved through adult modelling, play and exploration, and through 'roleplay' and stories.</p> | | | | | |
| CL Communication and Language: Listening and attention, understanding, speaking | Understand and/or use topic related vocabulary small group work, key group time | | | Develop spoken language through play, songs, | | |
| | Listen to and understand instructions (new routines). Talk about ourselves and our families and get to know our key groups and familiar adults in Reception. | Maintaining concentration during whole class carpet sessions – listening and responding. Introduce 'Show and tell' and 'talk partners'. Role play around jobs (emergency services). Asking and answering a range of questions. | Development of imaginative language through role play and small world activities linked to topic. Create open-ended 'imagination area' for role play. | Use of repetitive story language. Developing role play through introducing narratives and story retelling. | 'Talk for writing' – creating a story around a character (parent partnership) | Sharing experiences and discussing our feelings/asking questions about moving to year 1 |
| Literacy Reading and writing | Selecting books to share with friends and take home. around topic themes | | Listening to stories, particularly from 'core' book collection | | Shared reading/writing | |
| | | Guided reading vocabulary | Simple recount writing | Establishing 'High frequency' word sight | | |

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| | Recognise/write names. Give meaning to marks Environmental print and symbols | Recognise/write names. Mark making/developmental writing. Begin to use phonic knowledge to read/write labels and signs Sequencing topic-related books. Stories linked to Christmas and other religious festivals. | Creating and describing characters. Reading and writing speech bubbles. | Author illustrator focus. Traditional stories and other stories set in the woods: drama, invitations, letters, retelling, sequencing. | Writing workshop for parents and follow-up story. Reading and writing instructions for planting. Use of time connectives 'then', 'next', 'now'. | Applying reading and writing skills in a range of topic-based activities (gaining independence). |
| Phonics | Letters and sounds Phase 1: Daily opportunities to continue tuning into sounds, rhymes and rhythms through whole class and small group activities | | | | | |
| | Games and activities to practise hearing sounds in words and orally blending sounds and segmenting | Letters and sounds Phase 1,2,3 Reading words by blending. Writing words by segmenting. Reading/writing non- phonic words and developing sight vocabulary | | | | |
| | | Phase 2 sounds and corresponding letters. Oral blending and segmenting | Phase 3 sounds and corresponding letters. Letter names,alphabet rhyme/songs | Phase 3 sounds and corresponding letters | Phase 3 sounds and corresponding letters | Phase 3 sounds and corresponding letters Phase 4 blending/segmenting |
| Handwriting | Develop fine motor skills through range of activities (see PD fine motor) | | | | | |
| | | Form letters to match sounds in words | | | | |
| | | Nelson Handwriting scheme | | | | |
| PD Physical Development: Moving and handling, health and self-care | Outdoor gross motor skills and P.E. parachute games. Experimenting with ways of moving and avoiding obstacles, e.g. running, climbing and bikes | P.E. Floor & wall apparatus; travelling under, over and through balancing & climbing equipment. Developing ball skills Using hoses, tools, clipboards and pencils etc as part of role play | P.E. Music and Movement; moving with confidence, skill and expression. Small apparatus, beanbags, hoops Introduce workbench and real tools | Tree and log climbing in the woods, assessing & managing risk. Exploration, developing awareness of safety P.E. Wall and floor apparatus | Use of tools safely, for growing things and preparing food Healthy Food, drink and sleep P.E. small apparatus, paired work, bat & ball, hoops, beanbags | Outdoor P.E and athletics; high jump, running races, relays Practising a range of physical skills for Sports Day |
| | Children will continue to develop and refine their gross motor skills by using a range of equipment, such as bikes, scooters, stilts, bouncy hoppers, balls, beanbags, outdoor climbing frame and A-frames. They will also have daily opportunities to develop their fine motor skills and practise mark-making in different ways, as well as practising to use tools effectively, e.g. scissors and pencils, following the whole school handwriting policy. | | | | | |
| PSED Personal, Social and Emotional Development: Making relationships, self-confidence and self-awareness, | Transition and key groups. Sharing and comparing information about ourselves. Making friends. Establishing rules, daily routines, and | Taking turns and sharing ideas and experiences. Celebrating similarities and differences. Developing independence skills and confidence to try out new activities and explore new areas. | Superheroes; Helping others and finding a compromise through role-play and stories. Developing awareness of when to ask for help. | Managing risk taking, staying safe for self and others. Working collaboratively with parents and friends. Explore feelings through stories. | Through stories, modelling and role-play; Caring for the environment and for living things. Developing independence and empathy, continue to resolve problems | Preparing for transition to year 1 Working together in classroom and outside; Pairs and team games, relays (preparation for Sports day) |

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| managing feelings and behaviour | appropriate behaviour. Introduce 'start sitter' and 'Star of the Week'. | Managing feelings with more independence. Introduce 'Lunch time certificates'. | Introduce Kelso's Choices for positive behaviour. | | using Kelso's Choices. | |
| EAD Expressive Arts and Design: | Exploring & using a wide range of media & materials, painting, printing, collage, junk modelling. Being imaginative, drama, dressing up, storytelling, singing & dancing | | | | | |
| Exploring media and materials, Being Imaginative | Introduce art areas and workshop area for independent access. Self-portraits. | Vehicles (linked to topic): printing, junk-modelling, collage | Exploring dressing up for role play characters | Retelling stories. | Observational drawing/ painting of plants, chicks, caterpillars, butterflies. Symmetrical butterfly painting/printing | Water colour paints and effects Creative responses to pictures, videos, music around a water/sea theme |
| UW Understanding the World: | Learning about our families, origins, cultures and celebrations, Eid and Diwali. Exploring our school environment. Using 2paint to draw pictures and introduce independent access to computers. | Finding out about and comparing occupations, including use of 2Simple on computers. People who help us; Emergency services, vehicles, Meeting the police, Road Safety week, Bonfire night. Christmas and Hannukah. | Investigating and exploring magnets, forces, robots, Superheroes. ICT; using ipads, computer programmes, digital cameras and Beebots. Chinese New Year | Learning about environments, habitats in woods, town, school Using computer programmes, programmable toys and digital cameras to capture experiences Easter activities. | Life cycles and change; plants and flowers; planting, growing and harvesting crops and flowers. Using computers and digital cameras to record their observations | Using computers and a range of technology at home and school to find out about things that interest us. Floating and sinking Exploring 'same' and 'different' in a range of contexts ('My world your world') |
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