

CYCLE A

What do we do in the EYFS?

Below is an overview of what we plan to cover with the Early Years Children over the year. All of our Early Years children (Nursery and Reception) will be developing skills through the same topics but the activities will be delivered at a level appropriate to their age and stage of development. We run a two year cycle of planning so that children that go on into our Reception classroom are covering different topics. We plan all of our activities around the seven areas of learning; these are split into three prime areas and four specific areas.

The three **PRIME** areas are:

- Communication & Language
- Physical Development
- Personal, social and Emotional Development

These areas underpin the following specific areas.

The Four **SPECIFIC** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Through exciting topics we ensure coverage of the above specific areas.

Our children also initiate their own learning through free choice activities and we do try to follow the children's interests, therefore our planning is flexible and subject to change.

All children develop and learn at different rates; therefore many of the objectives are on-going as children need to practise these in a wide range of activities in order to consolidate their learning.

Within our topics we do mini topics in order to embrace important celebrations throughout the year such as Chinese New Year, Diwali, Remembrance Day, Harvest and other special celebrations.

	Autumn		Spring		Summer	
Cycle A Topics	All About Me	Christmas	Celebrations	Easter	Plants	Living Things
Special Celebrations	Halloween Harvest Remembrance Day	Bonfire Night Christmas Children in Need Concert/Nativity Pantomime Visit Us	Farm Trip Chinese New Year Valentine's Day	World Book Day Red Nose Day Pancake Tuesday Mother's Day Easter	Theatre Trip	Father's day Sports Day
Personal, Social & Emotional	<p>Settling into Nursery Promoting independent learning Friendships & Family Discussing feelings Exploring our feelings Discuss how we can care for others Discuss people who are special to us Sharing resources and taking turns Making Relationships</p> <ul style="list-style-type: none"> *Shows affection and concern for people who are special to them. *May form a special friendship with another child. *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and adults. *Interested in others play and starting to join in. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> *Separates from carer with support and encouragement. *Expresses own interests and preferences. *Can select and use activities and resources with help *Welcomes and values praise for what they have done <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> *Can express own feelings. *Aware that some actions can hurt others. *Shows understanding and cooperates with some boundaries and routines. *Aware of own feelings and knows that some actions and words can hurt others. * Begins to accept the needs of others and can take turns and share resources, sometimes with support. *Seeks comfort from familiar adults when needed. 		<p>Learn about caring for babies and other people Discuss who we love Discuss different feelings we experience Discuss how we can help others Look at charities and how we can raise money for Red Nose Day Develop hygiene and self-help skills Discuss how we love our mum's and celebrate this on Mother's Day Making Relationships</p> <ul style="list-style-type: none"> *Shows affection and concern for people who are special to them. *May form a special friendship with another child. *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and adults. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> *Separates from carer with support and encouragement. *Expresses own interests and preferences. *Can select and use activities and resources with help *Is more outgoing towards unfamiliar people and more confident in new social situations. *Welcomes and values praise for what they have done *Enjoys responsibility of carrying out small tasks. *Shows confidence in asking adults for help. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> *Can usually adapt behaviour to different events, social situations and changes in routine. *Can inhibit own actions/behaviours. *Can usually tolerate delay when needs are not immediately met. *Growing ability to distract self when upset. 		<p>Belonging to a family and special groups Feelings and friendships Understanding right and wrong & sharing Discuss how to care for animals/minibeasts Sun safety awareness Develop confidence talking/singing Exploring different feelings Develop hygiene and self-help skills Transition activities Making Relationships</p> <ul style="list-style-type: none"> *Play in a group elaborating and extending play ideas. *Initiates play, offering cue for peers to join them. *Keeps play going by responding to others. Initiates conversations, attends to and takes account of what others say. *Explains own knowledge & takes account of what others say and asks appropriate questions <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> *Confident to talk to other children & communicate freely about home & community. *Confident to talk to other children about own interest & opinions *Is more outgoing towards unfamiliar people & more confident in new social situations. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> *Aware of boundaries set and behavioural expectations within the setting. *Aware of own feelings & begins to accept the needs of others. *Understands that own actions affect other people. *Beginning to negotiate & solve problems without aggression. * Can usually adapt behaviour to different events, social situations & changes in routines. 	
R.E Topics	Harvest	The Christmas story Diwali	Special People & Places Baptism & Weddings	The Easter story	Stories about Jesus	The story of Buddha Transition
Physical Development	<p>Coach delivers a 'Functional Development' session once a week across the year which includes: Apparatus, Gymnastics, Athletics, Ball games/skills and other Physical activities/games. Forest School takes place weekly across the year. Outdoor play is accessible all year through. Mark Making opportunities always available</p>					
	<p>Action Rhyme Session Sticky Kids Exercise CD 'Bend and Stretch' Writing Patterns Moving and Handling</p> <ul style="list-style-type: none"> *Runs safely on whole foot. *Can kick a large ball. *Climbs confidently on play climbing equipment. *Squats steadily to play with objects. *Turns pages in a book. *Shows control in holding and using jugs to pour, books and mark making tools. *Imitates drawing simple shapes such as circles/lines. *May be beginning to show a preference for dominant hand. 		<p>Let's Move Session Sticky Kids Exercise CD 'Warm Up' Name Tracing Moving and Handling</p> <ul style="list-style-type: none"> *Runs skillfully negotiating space successfully, adjusting speed, or direction to avoid obstacles. *Draw line and circles using gross motor movements. *Uses one handed tools and equipment. *Holds pencil between thumb and two fingers. *Walks upstairs or downstairs holding onto rail. *Can copy some letters from their name. *Moves freely and with pleasure and confidence in a range of ways. *Beginning to be independent in self-care, but often still needs adult support. *Mounts climbing equipment using alternate feet. 		<p>Let's Move & Dance Session Sticky Kids Exercise CD 'Going for Gold' Name Writing Moving and Handling</p> <ul style="list-style-type: none"> *Can catch a large ball. *Jumps of an object & lands appropriately *Holds pencil near point, between first two fingers and thumb and use it with good control. *Begins to form some recognisable letters. *Travels with confidence and skill around, under, over & through balancing equipment. *Experiments with different ways of moving. *Uses simple tools to effect changes to materials *Shows increasing control over an object, pushing, throwing, catching & kicking. *Shows a preference for a dominant hand 	

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	<p align="center"><u>Health and Self Care</u></p> <ul style="list-style-type: none"> *Feeds self competently with spoon. *Drinks without spilling. *Communicates need for toilet. *Beginning to recognise danger and seeks support from adult. *Helps with clothing. *Beginning to be independent in self-care, but often still needs adult support. 	<p align="center"><u>Health and Self Care</u></p> <ul style="list-style-type: none"> *Beginning to be independent in self-care, but often still needs adult support. *Understands that equipment and tools need to be used safely. *Can tell an adult if they are hungry or need to rest. *Attends to own toileting needs most of the time. *Can usually manage handwashing and hand drying. *Observes the effects of exercise on their bodies. 	<p align="center"><u>Health and Self Care</u></p> <ul style="list-style-type: none"> *Dresses with help. *Shows understanding for the need of safety when tackling new challenges and considers and manages some risks. *Eats a healthy range of food and understands need for variety in food. *Usually dry and clean throughout day.
Phonics	<p align="center">We use Letters & Sounds Activities to develop an awareness of sounds, rhyme and alliteration and a phonic programme called 'Read Write Inc.' to develop the awareness of letter sounds, formation and other Literacy skills.</p>		
Communication, & Language	<p align="center"><u>Listening & Attention</u></p> <ul style="list-style-type: none"> *Listens with interest to noises adults make when reading stories. *Shows interest in play with sounds, songs and rhymes. *Listens to stories with increasing attention and recall *Joins in with repeated refrains and anticipates key events and phrases in stories and rhymes. *Recognises and responds to many familiar sounds. <p align="center"><u>Understanding</u></p> <ul style="list-style-type: none"> *Understand more complex sentences. *Understands 'who', 'what', 'where' in simple questions. *Responds to simple instructions. *Identifies action words by pointing to right picture. *Developing understanding of simple concepts. <p align="center"><u>Speaking</u></p> <ul style="list-style-type: none"> *Can retell a simple past event in correct order. *Uses talk to clarify ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<p align="center"><u>Listening & Attention</u></p> <ul style="list-style-type: none"> *Listens to others in small groups when conversation interests them. *Listens to stories with increasing attention & recall *Is able to follow directions. *Focusing attention. <p align="center"><u>Understanding</u></p> <ul style="list-style-type: none"> *Beginning to understand how and why questions. *Understands who, what, where in simple questions. *Responds to simple instructions. *Understands use of objects. <p align="center"><u>Speaking</u></p> <ul style="list-style-type: none"> *Uses vocabulary focused on objects, people that are important to them. *Uses talk to connect ideas, explain what is happening and to recall, relive past experiences. *Builds up vocabulary that reflects the breadth of their experience & retell a simple past event in correct order. 	<p align="center"><u>Listening & Attention</u></p> <ul style="list-style-type: none"> *Maintains attention & sits quietly during appropriate activity. *Can listen & do for short span <p align="center"><u>Understanding</u></p> <ul style="list-style-type: none"> *Shows understanding of prepositions. *Responds to instructions involving a two port sequence. *Responds and listens to ideas expressed by others. <p align="center"><u>Speaking</u></p> <ul style="list-style-type: none"> *Can retell a simple past event in order. *Uses talk to organize, sequence & clarify ideas *Uses language to recreate stories & experiences in play *Uses a range of tenses. *Uses intonation, rhythm and phrasing to make meaning clear to others. *introduces storyline into play
Literacy	<p align="center"><u>Pie Corbett Stories</u> Dear Zoo The Christmas Story</p> <p align="center"><u>Other Story Books</u> Autumn/Halloween/Winter stories and poems Stone Soup & Pumpkin Soup Ollie's Vegetables Bonfire Safety Story Non Fiction books about 'the body'. Looking at children's favourite stories. Christmas stories.</p> <p align="center"><u>Reading</u></p> <ul style="list-style-type: none"> *Enjoys favourite stories, rhymes and songs *Repeats words or phrases from familiar stories. *Fills in missing words from familiar rhymes/stories. *Enjoys rhyming activities *Listens to and joins in with stories/poems. *Anticipates key events and phrases in Stories/Poems. *Suggests how a story might end. *Listens to stories with increasing attention and recall. *Describe main story settings, events and characters. <p align="center"><u>Writing</u></p> <ul style="list-style-type: none"> *Distinguishes between the different marks they make. *Sometimes gives meaning to marks as they draw and paint. 	<p align="center"><u>Pie Corbett Stories</u> Hug Come on Daisy</p> <p align="center"><u>Other Story Books</u> Happy Birth Day When Willy went to the Wedding Chinese New Year stories Spring/ Easter stories and poems Farm stories Non Fiction books about: celebrations /babies/ceremonies/ animals / life cycles/Spring The Easter Story.</p> <p align="center"><u>Reading</u></p> <ul style="list-style-type: none"> *Recognises familiar words/signs such as logos & own Name. *Shows interest in illustrations in books and print in the environment. *Knows that information can be relayed in the form of print (nonfiction books) *Handles books carefully and correct way up, turn's pages. *Looks at books independently showing interest. *Knows that print carries meaning and is read from left to right and top to bottom. *Joins in with repeated refrains in stories & rhymes. *Recognises rhythm in spoken words. *Beginning to be aware of the ways stories are structured <p align="center"><u>Writing</u></p> <ul style="list-style-type: none"> *Sometime gives meaning to marks as they draw and paint. *Ascribes meaning to marks seen in different places. 	<p align="center"><u>Pie Corbett Stories</u> Jasper's Beanstalk Hungry Caterpillar</p> <p align="center"><u>Other Story Books</u> Titch, The red ripe strawberry and the big hungry bear. Jack and the beanstalk Squash the Spider Bad Tempered Ladybird Non Fiction books about: plants/Summer/Minibeasts</p> <p align="center"><u>Reading</u></p> <ul style="list-style-type: none"> *Shows awareness of rhyme and alliteration. *Can recall a story/sequence. *Describes story settings, events & principal characters. *Beginning to be aware of the way stories are structured. *Listens to stories with increasing attention & recall *Continues a rhyming string. *Hears & says initial sounds in words *Can segment sounds in simple words & blend together. *Enjoys an increasing range of books. *Knows that information can be retrieved from books and computers. <p align="center"><u>Writing</u></p> <ul style="list-style-type: none"> *Gives meaning to marks as they draw and paint. *Hears and says the initial sounds in words. *Continues a rhyming string. *Writes own name.

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<p>Mathematics</p>	<p style="text-align: center;"> Number rhymes Number recognition Number ordering 2D shapes Measures 'size' Counting Practical addition and subtraction Comparing quantities Comparing children's heights/shoe sizes Investigate time and experiment with weight Explore advent (calendars and wreaths) </p> <p style="text-align: center;"><u>Number</u></p> <ul style="list-style-type: none"> *Selects a small number of objects from a group. *Recites some number names in sequence. *Creates and experiments with symbols and marks representing idea of number. *Begins to make comparison between quantities. *Uses some language of quantities. *Knows that a group of things changes when something is added/taken away. *Uses some number names and number language spontaneously. *Knows that numbers identify how many objects are in a set. *Shows curiosity about numbers by offering comments or asking questions. *Realises not only objects but anything can be counted. <p style="text-align: center;"><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> *Notices simple shapes and patterns in pictures. *Beginning to categorise objects by properties. *Begins to use the language of size. *Understands some talk about immediate/past/future. *Anticipates specific time based events e.g. hometime. *Shows an awareness of similarities of shapes in the environment. *Beginning to talk about the shape of everyday objects. 	<p style="text-align: center;"> Number rhymes Number recognition and ordering 2D &3D shapes in the environment Counting & place value Positional language Practical addition & subtraction Measures: length, height, weight & capacity Time/days of week Colour & patterns Representing numbers/information in Graphs </p> <p style="text-align: center;"><u>Number</u></p> <ul style="list-style-type: none"> *Uses some number names accurately in play. *Recites numbers in order to 10. *Sometimes matches numeral and quantity correctly. *Shows an interest in numbers in the environment. *Beginning to represent numbers using fingers, marks on paper or pictures. *Compares two groups of objects saying when they have the same number. *Recognises some numerals of personal significance. *Recognises numerals 1 to 5. *Counts objects to 10 and beginning to go beyond 10. *Counts up to 6 objects from a larger group. *Shows an interest in number problems. *Shows an interest in representing numbers. <p style="text-align: center;"><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> *Uses language of size *Categorises objects by size/colour etc. *Orders 2 items by weight *Anticipates specific time based events. *Orders 2 items by length or height. *Shows awareness of similarities of shapes in environment *Can talk about shapes in the environment. *Makes arrangements with objects & talk about them. *Shows an interest in shapes by making arrangements with objects. *Shows interest in shape by sustained construction activity or talking about shapes or arrangements. 	<p style="text-align: center;"> Shape 2D and 3D Number recognition/ordering/formation Size and measure Practical activities using addition and subtraction Counting skills Creating patterns using colour Estimation & comparing groups of objects Symmetry with 2D & 3D shapes Days of the week & time Measure: size & capacity Positional language Sorting </p> <p style="text-align: center;"><u>Number</u></p> <ul style="list-style-type: none"> * Selects correct numeral to represent 1 to 5, then 1 to 10 objects. *Separates a group of 3/4 objects in different ways, beginning to recognize that the total is still the same. *Counts up to 3/4 objects by saying one number name for each item. * Finds the total number in two groups by counting all of them. *Uses language of more or fewer to compare groups of objects. *Estimates how many objects then checks by counting *Says the number that is one more than a given number. <p style="text-align: center;"><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> * Use familiar objects to create & recreate patterns. *Beginning to use mathematical names for solid 2D/3D shapes & mathematical terms to describe them. *Selects a particular named shape. *Can describe their relative position e.g. next to/beside *Orders two or three objects by height or length. *Uses everyday language relating to time *Orders two items by capacity *Order and sequence familiar events.
<p>Understanding the World</p>	<p style="text-align: center;"> My body & senses Past & present photographs My family Places I like Explore Christmas traditions Look at changes in Autumn & Winter Discuss Harvest & make vegetable soup Use interactive whiteboard/IPad/simple ICT equipment </p> <p style="text-align: center;"><u>The World</u></p> <ul style="list-style-type: none"> *Notices detailed features of objects in their environment. *Enjoys playing with small world models. *Comments and asks questions about aspects of their familiar world. 	<p style="text-align: center;"> Look at traditions/celebrations of different countries & taste foods Explore Easter traditions Look at changes in Spring Observation of chicks/ lifecycle Visit to a farm Animal babies Use remote control toys/mouse/interactive whiteboard/IPad </p> <p style="text-align: center;"><u>The World</u></p> <ul style="list-style-type: none"> *Comments and asks questions about aspects of their familiar world. *Can talk about some of the things they have observed. *Talks about why things happen and how things work. *Developing an understanding of growth, decay and changes over time. 	<p style="text-align: center;"> Caring for others and animals Look at changes in Summer Observe living things Investigate plant/living things life cycles Minibeast hunt Investigate Minibeast habitats Use digital cameras/beebots/remote control bugs </p> <p style="text-align: center;"><u>The World</u></p> <ul style="list-style-type: none"> * Can talk about some of the things they have observed. *Shows care and concern for living things. *Developing an understanding of growth, decay and changes over time. *Looks closely at similarities, differences, patterns and change

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<p>Understanding The World</p>	<p style="text-align: center;">People & Communities</p> <ul style="list-style-type: none"> *Has a sense of own immediate family and relations. *In pretend play imitates everyday actions and events from own cultural background. *Beginning to have their own friends. *Learns that they have similarities and differences that connect and distinguish them from others. *Shows an interest in the lives of people who are familiar to them. <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> *Seeks to acquire basic skills in turning on and operating some ICT equipment. *Operates mechanical toys. *Knows how to operate simple equipment. 	<p style="text-align: center;">People & Communities</p> <ul style="list-style-type: none"> *Remembers and talks about significant events in their own experiences. *Recognises and describes special times or events for family or friends. *Shows interest in different occupations and ways of life. *Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family. <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> *Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones. *Shows skill in making toys work by pressing parts or lifting flaps to achieve effects. *Knows that information can be retrieved from computers. 	<p style="text-align: center;">People & Communities</p> <ul style="list-style-type: none"> *Remembers and talks about significant events in their own experiences. *Recognises and describes special times or events for family or friends. * Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family. *Enjoys joining in with family customs and routines. <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> * Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones. *Knows that information can be retrieved from computers. *Completes a simple programme on a computer. *Uses ICT hardware to interact with age appropriate computer software.
<p>Expressive Arts and Design</p>	<p style="text-align: center;">Painting & collage</p> <p style="text-align: center;">Make apple sponge & vegetable soup Apple/vegetable printing/collage Self portraits Label parts of body Autumn collages/leaf printing/rubbings Hand/foot prints Finger painting Singing Nursery rhymes & playing musical instruments Christmas crafts, cards and calendars Singing Christmas songs Christmas concert</p> <p style="text-align: center;">Role play: Doctors Surgery/Opticians/Spooky House/Post Office/Santa's grotto/Nativity Stable</p> <p style="text-align: center;">Exploring Using Media & Materials</p> <ul style="list-style-type: none"> *Joins in singing favourite songs. *Creates sounds by banging, shaking, tapping or blowing. *Shows an interest in the way musical instruments sound. *Experiments with blocks, colours and marks. *Enjoys joining in with dancing and ring games. *Sings a few familiar songs. *Uses various construction materials. *Joins construction pieces together to build and balance. <p style="text-align: center;">Being Imaginative</p> <ul style="list-style-type: none"> *Beginning to use representation to communicate. *Beginning to make believe by pretending. *Creates movement in response to music. *Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. *Engages in imaginative role play based upon their own first hand experiences. 	<p style="text-align: center;">Paint favourite toys from Christmas Bake celebration cakes. Make decorations for various celebrations. Make valentines cards & crafts Chinese dragon dance with musical instruments Animal/Spring paintings & collage Mother's Day cards/gifts Easter crafts Sing Nursery rhymes/Spring/Easter songs & play musical instruments Role play: Dressing up for different occasions/ Baby clinic/Decorations for various celebrations/Chinese Restaurant/Farm</p> <p style="text-align: center;">Exploring Using Media & Materials</p> <ul style="list-style-type: none"> *Beginning to move rhythmically. *Imitates movement in response to music. *Taps out simple repeated rhythms. *Explores and learns how sounds can be changed. *Explores colours and how colours can be changed. *Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. *Beginning to be interested in and describe the texture of things. *Realises tool can be used for a purpose. *Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <p style="text-align: center;">Being Imaginative</p> <ul style="list-style-type: none"> * Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. *Engages in imaginative role play based upon their own first hand experiences. *Develop preferences for forms of expression. *Uses movement to express feelings. *Sings to self and makes up songs. *Makes up rhythms. *Builds stories around toys. *Uses available resources to create props to support role play. *Captures experiences and responses with a range of media such as dance, music and paint and other materials or words. 	<p style="text-align: center;">Make Clay/playdough fruits/minibeasts Create Van Gough sunflower pictures/collage Experiment with colour mixing Create symmetrical butterfly pictures Minibeast pictures/paintings/collage/masks Make a papier mache spider & web Acting out stories using masks and props Minibeast songs Musical instruments Minibeast concert Role Play: Garden Centre/Florists/Woodland area/Minibeast study area.</p> <p style="text-align: center;">Exploring Using Media & Materials</p> <ul style="list-style-type: none"> *Begins to build a repertoire of songs and dances. *Explores the different sounds of instruments. *Explores what happens when they mix colours. *Manipulates materials to achieve a planned effect. *Constructs with a purpose in mind, using a variety of resources. *Experiments to create different textures. *Uses simple tools and techniques competently and appropriately <p style="text-align: center;">Being Imaginative</p> <ul style="list-style-type: none"> *Captures experiences and responses with a range of media such as dance, music and paint and other materials or words. *Uses available resources to create props to support role play. *Create simple representations of events, people and objects. *Chooses particular colours to use for a purpose. *Introduces a story line or narrative into their play. *Plays alongside other children who are engaged in the same theme. *Plays cooperatively as part of a group to develop and act out a narrative.