

EYFS—2021/2022

Autumn Term 1	Autumn Term 2	Spring Term	Spring Term	Summer Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
All About Me	Let's Celebrate	People that help us	Traditional Tales	Commotion in the Ocean	Mini-beasts
Gaddesby value focus— Positivity and aspirations.	Gaddesby value focus— Respect and resilience.	Gaddesby value focus— Teamwork and creativity.	Gaddesby value focus— Resourcefulness and Curiosity	Gaddesby value focus— Recap all	Gaddesby value focus—Recap all
Personal, Emotional and Social Development					
<p>Key PSED Themes:</p> <p>New Beginnings/ settling into school: Presents, introducing “New school books”</p> <p>Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Transitioning into a new school and developing understanding of new measures to keeping safe (COVID specific). Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE. Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships. Using manners, when should we say please and thank you? Why do we use manners? Exploring feelings, why do I feel sad, happy, and angry? Working with others, how to take turns, listening to others and listening to others and understanding other opinions. Learning to look after our bodies—keeping healthy. Taking care of resources and equipment. Introduce talk partners.</p>		<p>Key PSED Themes:</p> <p>Keeping safe: Fire Safety: Stop, drop and roll</p> <p>Stranger Danger: Little red riding hood, Goldilocks, 3 little pigs</p> <p>School routines and structures with a continued focus on new measures to enable us to keep safe. Working within different peer groups both indoors and in the outdoor classroom. Self-assessment of the children’s own recorded work, leading to setting simple goals and conferencing with teacher-- embedding feedback given. The class will take part in many team games and activities to build on teamwork and how to work together cooperatively as an effective team. Keeping safe in a variety of environments; fire at Forest School and visit to Manor Farm (school trip). Strengthen the use of talk partners. Taking care of resources and equipment. Embedding the Gaddesby values.</p>		<p>Key PSED Themes:</p> <p>Relationships: The Rainbow Fish, Commotion in the ocean, irate based stories; The Night-Time Pirates etc</p> <p>Changes: The hungry caterpillar, Mad about minibeasts</p> <p>The children will be embedding our new feedback policy and will be self-marking their learning—taking ownership of what they have completed and what they need to improve on. Work collaboratively with talk partners. The class will continue to work with talk partners to develop language and share information with one another. Preparation for Year 1 focusing on: transition discussions, focused attention, independent learning and managing of own needs. Understanding right from wrong (linked to narratives). Begin to regulate emotions accordingly.</p>	

<p>Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p>		
<p>Communication and Language</p>		
<p>Key Vocabulary: Transitions, growth, families, senses, starting school, routines, timetables, feelings, festivals, friendship, celebration and rules.</p> <p>Understand how to listen carefully and why listening is important (link to phase 1 phonics). Opportunities to talk about themselves to the class and what they are interested in. Listen and join in with a range of stories and songs. Use of Talk 4 Writing to learn narratives—The Tiger Who Came to Tea, The hungry Caterpillar. Imitate. Topic circle time sessions to enhance and provide opportunities to develop speaking, listening and questioning skills. The role play area will be primarily changed into a home corner allowing children to develop speech, language and communicating skills through imaginative play—changed on a weekly basis. Modelled articulation of thoughts using connectives. STEM opportunities to promote conversations. Ask simple questions about how things work. Engage in a variety of books—fiction and non-fiction. Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p>	<p>Key Vocabulary: Occupation, injury, safety, help, arrest, vehicles, start, middle, end, morals, stranger danger.</p> <p>Embedding positive listening skills and a good attitude to learning, what does this look like at Gaddesby Primary School? Many opportunities for speaking and listening such as joining in with rhymes and poetry, speaking in front of a class, small groups and during circle time sessions. Use of Talk 4 Writing to learn narratives (orally retell a story using actions)—Goldilocks and the Three Bears. Imitate and then innovate. Use of sensitive questioning to unpick topics. Differing role play, linked to weekly topic, modelled initially by the teacher and supported with props, vocabulary, story spoons etc. External visitors to attend school (People Who Help Us), so children can learn about their job role. If needed this will be done so virtually. Performing and acting out role linked to topic characters/people. STEM opportunities to promote conversations and encourage an awareness of why things work. Ask simple questions about how things work. Engage in a variety of books—fiction and non-fiction.</p>	<p>Key Vocabulary: Habitat, diet, carnivore, omnivore, shipwreck, coral, biology, anatomy, predator.</p> <p>Describe events in some details—linked to holiday news. Developing comprehension, familiarity and understanding of stories linked to termly topic. Weekly topic discussions to take place daily, children to be encouraged to speak from first-hand experience. Opportunities for questioning will be given for children to ask how and why questions about experiences, objects and events. Many opportunities for speech and language will be provided in the role play areas, circle times and speaking activities allowing children to express themselves effectively and develop their own narratives, connecting ideas and events. STEM opportunities to promote conversations and encourage an awareness of why things work. Ask simple questions about how things work. Engage in a variety of books—fiction and non-fiction. Hold conversations with both peers and teachers. Summer term 2—second school trip to Rutland Water to research mini-beast habitats.</p>

Physical Development		
<p>Gross motor skills: Forest School, dance and core skills Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Developing core strength to sit at a table or sit on the floor. Exploring how to use play equipment safely. Independently use play equipment sensibly and appropriately. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc. Teacher and TA’s will model how to throw, catch, bounce, roll and kick with children developing good control and coordination in large- and small-scale movements. Dressing independently for P.E and outdoor learning. Use of ‘Wake up and Shake up’ and yoga to compliment development of gross/fine skills. Discussion on physical activity, healthy eating, dental hygiene, sleep, road safety. Explore technology resources in school (bee-bots, computers).</p>	<p>Gross motor skills: Forest School, dance and gymnastics. Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Access to a variety of tools – scissors, glue, tweezers paintbrushes etc. Developing early writing skills. Creating movement in time to music and sharing movement phrases with their peers. Combining different movements (dance and gymnastics). Explore apparatus safely. Negotiate space effectively. Safety will be discussed, and all children will be shown the correct way to use, move, tidy and store resources safely. Dressing independently for P.E and outdoor learning. Combining different movements (dance and gymnastics). Discussion on physical activity, a good sleep routine, dental hygiene, sensible amounts of screen time (ICT Safer Internet Day). Discuss keeping safe on computers. Explore technology resources in school (bee-bots, computers).</p>	<p>Gross motor skills: Forest School, dance and ball skills. Fine motor skills: enhanced through the continuous provision.</p> <p>Indoor and outdoor activities that focus on fine and motor skills development. These activities will involve using a variety of equipment such as dancing, pulling logs, threading, playdough, tweezers, using scissors, games and mark making. Continue to support development of early writing skills; dojo challenge, writing skills etc. Multi-skills challenges—including fundamental movement skills. Refining ball skills – throwing, catching, passing etc. Transporting equipment safely, without adult interventions (inside and outside classroom space). Healthy eating focus—what does it mean to be healthy and fit. Talk about different food groups. Linking topic to growing. Discussion on changes and how talking keeps up mentally healthy. Explore technology resources in school (bee-bots, computers).</p>
Literacy		
<p>Key texts: My Presents by Rod Campbell, Owl Babies. Nursery rhymes, The Tiger Who Came to Tea, What the ladybird Heard and The Very Hungry Caterpillar. Light a Lamp, Sad, Day Monkey, Night Monkey, The Jolly Christmas Postman, The Traditional Christmas Story.</p>	<p>Key texts: Topsy and Tim go to hospital, A Superhero like you, Dinosaur Police, Supertato, how to catch the tooth fairy.</p>	<p>Key texts: Octopus Socktopus, Commotion in the Ocean, The Rainbow Fish, Sharing a shell. The Bad- Tempered Ladybird, The Very Busy Ant, Mad about mini-beasts, The Very Hungry Caterpillar, Spinderella</p>

<p>& Non Fiction Texts. Share a wide variety of texts and discuss their feelings and views towards what they have read. Engage in story time sessions. Explore early writing skills, marking making using a variety of tools. Practise sequencing stories. Daily phonic sessions—phase 1 leading to phase 2. Talk about sounds—instrumental, environmental etc. Learn phase 2 tricky words. Begin to learn phonemes and how to represent them. 1-1 reading with class adults to practise taught phonic skills. Recognise own name and practise writing it.</p>	<p>Goldilocks and the three bears, The Three Billy Goats Gruff, The Three Little Pigs, Little Red Riding Hood, The Three Ninja Pigs, Me and You, & Non Fiction Texts. Writing for a purpose, using knowledge of phonetics and tricky words. Finding out the difference between fact and fiction. Answering questions using information from books and websites. Utilising images to develop comprehension skills. Use of Talk 4 Writing to develop imitation and innovation of a text. Daily phonic sessions—phase 2 leading to phase 3. Embed phase 2 tricky words. Learn phase 3 tricky words. 1-1 reading with class adults to practise taught phonic skills. Read simple sentences.</p>	<p>& Non Fiction Texts. Children independently writing using their knowledge of letter sounds. Exploring writing of capital letters. Children reflecting on the work they have completed and editing work to ensure capital letters, finger spaces and punctuation are included. Answering questions using information from books and websites based on both fiction and non-fiction information. Daily phonic sessions. To have learned the first 10 digraphs (at least). 1-1 reading with class adults to practise taught phonic skills.</p>
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Maths

<p>Introduce shape and coins with corresponding numbers. Children also identify where numbers are on an analogue clock to develop familiarity and as a precursor to telling the time in year 1.</p> <p><u>Number</u> Counting objects, actions and sounds. Use of number songs. Comparing numbers to 5. Exploration of numbers 0-5. Using 1 more and 1 less, numbers to 5. Explore the composition of numbers to 5. Subitising numbers to 5. Linking numeral with cardinal number values.</p> <p><u>Numerical Patterns</u></p>	<p>Introduce shape and coins with corresponding numbers. Children also identify where numbers are on an analogue clock to develop familiarity and as a precursor to telling the time in year 1.</p> <p><u>Number</u> Number bonds to 5. Subitising numbers to 5. Exploration of numbers 6-10. Number bonds to 10. Combining two groups to find the total. Comparing numbers to 10. Linking numeral with cardinal number values.</p> <p><u>Numerical Patterns</u> Counting to 20.</p>	<p>Introduce shape and coins with corresponding numbers. Children also identify where numbers are on an analogue clock to develop familiarity and as a precursor to telling the time in year 1.</p> <p><u>Number</u> Counting to 20 and unpicking the “ness” of a number. Subitising numbers to 5. Number bonds to 10. Addition and subtraction. Linking numeral with cardinal number values.</p> <p><u>Numerical Patterns</u> Verbally counting beyond 20.</p>
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<p>Counting beyond 10. Explore repeating patterns. Sorting objects based on pattern and colour. Ordering.</p>	<p>Exploring odd and even numbers.</p>	<p>Doubling, halving, sharing numbers to 10. Consolidate learning on odd and even numbers. Select, rotate and manipulate shapes to develop reasoning skills.</p>
<p>Understanding the World</p>		
<p>Past and Present: Talk about themselves and their families. Name familiar people (linked to All about Me—families). Recall special moments in our lives.</p> <p>People, Culture and Communities: Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p>The Natural World: Describe what they can see, hear and feel outside. Visit Forest School and explore the natural world around them. Learn about trees and fauna at Forest School. Discuss seasons.</p>	<p>Past and Present: Make links with the development of emergency services connected to historical events/people—The Great Fire of London (firefighters) and Florence Nightingale (nurses). Compare characters from the past and present. Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities: Learning about different roles in our communities such as police, doctors and the fire service. Talk about and recall some religious stories and words (Easter link).</p> <p>The Natural World: Describe what they can see, hear and feel outside. Visit Forest School and explore the natural world around them. Talk about changes in materials. Learn about trees and fauna at Forest School. Discuss seasons.</p>	<p>Past and Present: Understanding and learning about growth and change. Learn about similarities and differences between past and present. Use technology to find out information about our topics.</p> <p>People, Culture and Communities: Describe immediate environments and how they differ. Draw information from a simple map. Explore a range of stories from different countries.</p> <p>The Natural World: Focus on animals and habitats, learning key topic vocabulary. Express ideas on how to look after animals. Sort and compare different animals. Explore life cycles and make links between different animals. Visit Forest School and explore the natural world around them. Learn about trees and fauna at Forest School. Discuss seasons. Learn about changing states of matter—for example decay.</p>
<p>Expressive Arts and Design</p>		

<p>Creating with materials: Self-portraits & family pictures Observational drawings/paintings Colour Mixing Record work in a creative journal. Making food. Poppy art. Make designs linked to termly topic. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p>Being Imaginative and Expressive: Exploring instruments and song. Talk about different instruments—loud, quiet etc. Talk about instrumental sounds. Variety of role-play activities/situations Engaging in music, new songs, rhythm, rhyme and movement. Progress towards fluid movement phrases. Watch and talk about dance pieces. Christmas Show rehearsals.</p>	<p>Creating with materials: Using a variety of tools & techniques to create 2d & 3d construction. Junk modelling. Record work in a creative journal. Creating structures at Forest School, linked to weekly topic. Explore and use a variety of artistic techniques. Make designs linked to termly topic. Select resources and adapt work.</p> <p>Being Imaginative and Expressive: Variety of role-play activities/situations linked to fairy tales and people that help us. Develop storylines in play. Fairy tale songs accompanied by relevant instruments. Puppetry.</p>	<p>Creating with materials: Record work in a creative journal. Safely use and explore a variety of materials, tools and techniques. Explore and use a variety of artistic techniques. Make designs linked to termly topic. Select resources and adapt work.</p> <p>Being Imaginative and Expressive: Variety of role-play activities/situations linked to the children’s topics. Develop storylines in play. Making music based on the children’s topics and experimenting with different instruments and ways of moving to the music. Share creations with each other. Perform songs, poems and stories.</p>
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Significant Events-- RE

Rosh Hashana – 06/09 – Judaism Black History Month—01/10 – 31/10 Harvest Festival – 03/10 – 31/10 Diwali—04/11 – Hinduism/Sikhism Halloween—31/10 Bonfire Night – 05/11 Remembrance Sunday – 08/11 Children in Need—13/11 Hanukkah—28/11– 06/12 Christmas – 25/12 – Christianity	New Year’s Day – 01/01 Chinese New Year Valentine’s Day – 14/02 Shrove Tuesday Mother’s Day Easter	Ramadan – Islam Eid – Islam Father’s Day
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Trips and Visits

Forest School	Walk around school/Gaddesby.	Forest School Visit from a ‘real life’ superhero (doctor, nurse, athlete etc.)	Forest School Rutland Water
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