







Year group: EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fairy Tales 	People Who Help Us 	Cold Places 	Space 	Animals 	Holidays and the Sea 
Focus Texts	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs	Emergency (The Night Before Christmas)	Lost and Found Penguin Polar Animals	Whatever Next How to Catch a Star	How to Lose a Lemur	The Rainbow Fish Ten Little Pirates
WOW Moments	Trip to the Library	Invite 'People Who Help Us' into school- Policeman, Lollypop Lady, School Nurse, etc.		Farm Visit	'Dress like an animal' day	Grandparent's Afternoon Beach Party Day School Trip
Communication and Language	Taking turns to speak and listen Circle time Sharing stories Retelling Letters and Sounds Understanding questions and beginning to respond appropriately	Teaching modelling language Taking turns to speak and listen Asking and answering questions Explaining ideas Letters and Sounds	Taking turns to speak and listen Understanding how and why questions Explaining changes	Taking turns to speak and listen Understanding how and why questions Explaining changes Follow direction and instructions without support	Retell stories to the class Listens attentively in different situation and respond appropriately	Retell stories to the class Listens attentively in different situation and respond appropriately Make predictions about stories, explaining why

Personal, Social and Emotional Development	Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the early years. These will be reinforced continually and built upon.					
	Moving on and settling in. Learning new routines Getting to know one another and making friends Following rules, routines and boundaries	Adapting to changes in routine, e.g. attending Worship, going to Mass, etc. Building confidence to explore. Discuss feelings and needs of others Promoting kindness and working together as a team	Building on play with other children Working as a team to begin to solve problems. Extending play ideas with others Initiating play with others		Getting ready to move on. How have we changed? What can we do now that we couldn't do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on.	
Physical Development	Developing fine and gross motor skills, promoted through continuous provision and purposeful activities. Promoting and developing independence in children's self-care. Pencil control and scissor control					
Literacy	Promoting and encouraging mark-making activities in independent play. Encouraging children to give meaning to marks they make with pens, pencils, chalks, in the sand, with paintbrushes, etc.					
	Rhyme/ alliteration Oral blending and segmenting Oral retelling of stories Recognising rhyme Mark making pictures Reading and writing CVC words Reading and writing	Rhyme/ alliteration Oral blending and segmenting Giving meaning to marks and adding labels Resigning rhyme independently Reading and writing CVC words Reading and writing	Rhyme/ alliteration Oral blending and segmenting Beginning to read and form words and simple sentences Introduce phase 3 phonics into reading and writing Form letters	Rhyme/ alliteration Oral blending and segmenting Read and write words and form sentences Form letters correctly Identify tricky words to read and write	Apply connective in writing to extend sentence length Apply sound knowledge with accuracy <u>Retell/ re-write a story</u>	Apply connective in writing to extend sentence length Apply sound knowledge with accuracy <u>Use description in extended pieces of writing</u>

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	phase 2 sounds <u>Writing labels</u>	phase 2 sounds <u>Writing a list</u>	correctly Identify tricky words to read and write <u>Writing a brief recount of a story</u>	<u>Retell/ re-write a story</u>		
Mathematics	New maths initiative- focusing on a number each week. What it is worth? What does it look like? Where does it sit on the number line? How can we make it? What comes before/after it? How does it apply to shape? Can we recognise this number in the environment?					
	Size Height Measuring Position	Time Sequencing	Sequencing Time	Weight Capacity Size 3D shapes Time	Doubling Halving Sharing Time Money Size	Money Size Weight Capacity Time
Religion	Myself (Domestic Church- Family) Welcome (Baptism) Birthday (Advent, Christmas, Loving) Other Faiths		Celebrating (Community) Gathering (Relating) Growing (Lent/ Easter, Giving) Other Faiths		The Good News (Pentecost- serving) Friends (Reconciliation) Our World (Universal Church) Other Faiths	
Understanding the World	Special times and events Family customs and traditions at home Where do we all live? How are we all different?	How does technology help people? How are we all different? Autumn/ Winter changes	Changes over time Similarities and differences between environments	Changes over time Similarities and differences between environments Spring/ Summer changes	Similarities and differences between animals and their habitats Use ICT for particular purposes	Similarities and differences between different environments Now and then Complete computer programs Use ICT to take photos
Expressive Art and Design	Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models. Opportunities for experiences of music are built into the daily routine through song and dance and in time, through PE sessions.					

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	Selecting and using colour appropriately and for a purpose Role play with other children				Life drawings	Building models Creating representations of objects
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