

| ST JOHNS EYFS | AUTUMN | | SPRING | | SUMMER | |
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| TOPICS AND FOCUS TEXTS | <p>I am amazing!</p> <ol style="list-style-type: none"> Starting school – Topsy and Tim Start School. Managing separation/emotions – Owl babies / I forgot to say I Love You Sharing – The Rainbow Fish / Why should I share Importance of sharing feelings- Ruby’s worry / Ravi’s Roar Why do you love me so much - The big book of families / The family book | <p>Sparkle and Shine</p> <ol style="list-style-type: none"> Diwali – Rama and Sita (24th Oct) Importance messages of acceptance, understanding and confidence – Elmer/Elmer and the lost teddy Self-help skills/dressing – How do I put it on? Hanukkah – Sammy Spider’s First Hanukkah. (18th Dec)/Ramadan and Id-ul-Fitr Where does snow go? – Stick Man. | <p>Once upon a time</p> <ol style="list-style-type: none"> Kindness The ugly duckling/The Selfish Crocodile Houses and materials The three little pigs (look at homes and area we live in)/Let’s Build a House Measurement Rapunzel/(Chinese New Year 22nd Jan Maggie’s chopsticks) Stranger danger Goldilocks and the three bears/ Bear hunt (positional language) The Gingerbread man (people who help us)/We can stay safe Monsters The Gruffalo/The Gruffalo’s Child | <p>Ready steady grow</p> <ol style="list-style-type: none"> St Johns’ in Bloom – The Enormous Turnip/Seren’s Seasons (Pancake day 21st February - Mr Wolf’s pancakes) Healthy eating – Oliver’s Vegetables/Oliver’s Fruit Salad (where do fruits come from – Handa’s surprise) (world book day 3rd March) Growing – Jack and the Beanstalk/Eddie’s Garden (science week) Farm – Dora’s chicks | <p>Big wide world</p> <ol style="list-style-type: none"> Aeroplanes – Emma Jane’s aeroplane/Room on the broom Bus – All aboard for the Bobo road/ The naughty bus. Train - The runaway train / When Titus took the train Boat – Lost and found / Coming to England Spaceship/ rocket – Aliens Love Underpants / Zoom Rocket Zoom Car – Mr Gumpy’s motor car / Car car truck jeep | <p>Animal magic</p> <ol style="list-style-type: none"> Jungle Animals- Rumble in the Jungle. Can I have a dog? (Pets)- Hairy Maclary Dear Zoo Mini beasts- The Hungry Caterpillar/ Non fiction texts (Father’s day 19th June) Farm Animals- What the ladybird heard (map drawing) Sea pollution – Somebody swallowed Stanley/ Duffys lucky escape Endangered animals – Oi, get off our train. Don’t let them disappear (deforestation and environment) Arctic animals – Who lives here? |

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| | <p>6. Why do leaves go crispy? – I love season Autumn / The goldern acorn</p> <p>7. Celebrating difference – It’s ok to be different / my nose, your nose</p> | <p>6. Christmas – Dear Santa/Aliens Love Panta Claus</p> <p>7. Christmas – Nativity</p> | | <p>(Mother’s day 19th March- Guess how much I love you)</p> <p>5. Seed to flower- The Tiny Seed/Love our Earth</p> <p>6. Easter – The last supper/The Easter Story.</p> | | |
| WRITING OUTCOMES | <ul style="list-style-type: none"> ● Mark making. ● Pre writing patterns. ● Holding mark making tools ● Pencil grip and control. ● Finger gym. ● Formation. | <ul style="list-style-type: none"> ● Christmas Cards. ● Letter ● Pre writing shapes ● Pencil grip and control. ● Finger gym. ● Formation. | <ul style="list-style-type: none"> ● Modelling correct letter formation ● Beginning to attempt writing letters in own name ● Chinese symbols | <ul style="list-style-type: none"> ● Mark making and giving meaning to their marks ● Pencil grip and control. ● To begin to form letters in their name correctly using letter rhymes ● Mother’s day cards. ● Initial sounds | <ul style="list-style-type: none"> ● Mark making and giving meaning to their marks ● Initial sounds ● Writing letters in own name | <ul style="list-style-type: none"> ● Correct pencil grip and control. ● Writing letters in own name ● Initial sounds |
| READING OUTCOMES | <ul style="list-style-type: none"> ● Sharing story. ● Action songs – Head, Shoulders, Knees and Toes; I Have a Body; If You’re Happy and You Know It. ● Story ordering – The rainbow fish ● Handling books. | <ul style="list-style-type: none"> ● Festival stories. ● Nativity. ● Rhyming words. ● Sequencing. ● Poems. ● Handling books. ● Recognising names. ● Phase 1 phonics instrumental | <ul style="list-style-type: none"> ● To join in with repetition and rhyme in stories ● Sequencing stories – to learn that stories have a beginning, middle and end ● Handling books and knowing | <ul style="list-style-type: none"> ● Rhyming words ● Story ordering ● Handling books ● Recognising names ● Phase 1 phonics exploring initial sounds ● To know that letters are used to make up word | <ul style="list-style-type: none"> ● Rhyming words. ● Story sequencing. ● Non fiction books ● Handling books. ● Recognising names. ● Phase 1 phonics – alliteration and voice sounds ● To know that letters make sounds | <ul style="list-style-type: none"> ● Rhyming words. ● Story sequencing. ● Handling books. ● Recognising names. ● Phase 1 phonics – oral blending and segmenting ● To identify CVC words orally |

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| | <ul style="list-style-type: none"> Phase 1 phonics – environmental sounds | <p>sounds and body percussion</p> | <p>directionality of print</p> <ul style="list-style-type: none"> Retell familiar stories Recognising names Phase 1 phonics – rhythm and rhyme | <ul style="list-style-type: none"> To name and talk about different parts of a book – front cover, back cover, author, illustrator, contents | | <ul style="list-style-type: none"> To engage in conversations about stories |
| MATHS OUTCOMES | <ul style="list-style-type: none"> Colour – red, blue, yellow and mixing colours to create new colours. Match – matching colours, number shapes, shoes and shapes Sort – objects will be sorted by colour, shape and size. | <ul style="list-style-type: none"> Numbers 1 and 2 – recognising the numbers, counting and subitising. Patterns – looking at colour, outdoor and movement patterns. | <ul style="list-style-type: none"> To compare and order objects according to size Positional vocabulary such as on, under, in, over, above, behind, between, next to, beside Using mathematical language to compare length and size of hands/feet Recognise numbers up to number 5 | <ul style="list-style-type: none"> Talking about routine - yesterday, today, tomorrow To describe a sequence of events Counting actions and assigning one number to each action Counting a set of 10 objects with 1:1 correspondence To look at capacity vocabulary full/half full/empty To look at mass vocabulary heavy and light Recognise numbers up to number 6 | <ul style="list-style-type: none"> Estimating up to 10 Subitising to 5 To create own patterns using a range of resources Using and understanding positional vocabulary More and fewer Numbers 7 and 8 1:1 counting | <ul style="list-style-type: none"> One more/ one less Recognising and ordering numbers to 10 in and out of sequence To count out 10 objects from a larger set Practical problem solving up to 5 To name and describe 2D/3D shapes To show awareness of how numerals are formed and experiment with own mathematical mark making |
| PSED/PSHE OUTCOMES | <ul style="list-style-type: none"> Sharing, taking turns, behaviour. Write and draw pictures and words about what special talent and skills they have. | <ul style="list-style-type: none"> Feelings. Sharing, taking turns, behaviour. Special times. Proud. Bring in items from home to | <ul style="list-style-type: none"> To take turns while playing and wait to have a go To learn how to look after resources within the class | <ul style="list-style-type: none"> To show more independence in accessing the environment To listen to and follow the rules set | <ul style="list-style-type: none"> To be able to initiate play with peers and keep play going by sharing ideas | <ul style="list-style-type: none"> To begin to find solutions to conflicts To show confidence in new social situations |

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| | <ul style="list-style-type: none"> ● Circle time. ● Toileting. ● Looking after yourself. ● Play with small world people and families of different cultures ● Draw own family and talk about why they are important ● Draw a range of emotions and label | <ul style="list-style-type: none"> ● celebrate festivals. ● Roles and responsibilities. ● Remaining focused on tasks. ● Friendships. ● Health and self care. | <ul style="list-style-type: none"> ● To know that there are different feelings and be able to talk about them during circle time ● To know how to manage their emotions in different situations ● To take care of toileting needs independently | <ul style="list-style-type: none"> ● To show confidence in asking adults for help ● To be aware of the different areas in nursery and how to use them safely ● Looking after yourself - healthy eating and oral hygiene ● To show more independence with dressing and toileting | <ul style="list-style-type: none"> ● To show an awareness of how others are feeling ● To know that if I am upset I can use phrases such as 'stop it I don't like it' to convey how I am feeling ● To know that it is ok to engage with others ● To know that people show emotions in different ways e.g. smiling if they are happy ● Remaining focused on tasks. | <ul style="list-style-type: none"> ● To begin to be more outgoing to unfamiliar people ● To begin to be assertive toward others where necessary ● To know that it is ok to challenge others but you must always remember to be polite ● Caring for the environment ● Transition to Year R ● To show confidence in their abilities and talk about what special talent and skills they have. |
| UTW OUTCOMES | <ul style="list-style-type: none"> ● Leaf Man. ● Senses. ● Food tasting. ● Feely boxes. ● Technology games – Cbeebies, interactive whiteboard games, Labelling body parts | <ul style="list-style-type: none"> ● Nocturnal animals (talk to a puppet about how they keep warm) ● Christmas around the world. ● Wreath. ● Advent. ● Technology games | <ul style="list-style-type: none"> ● To listen to traditional stories such as 'the three little pigs' and talk about houses and homes materials - compare to houses in the past ● Technology games, Cbeebies, drawing on the interactive | <ul style="list-style-type: none"> ● Healthy and unhealthy foods ● To talk about where food comes from ● To listen to stories such as Jack and the beanstalk and talk about plants growing ● Plant own bean seeds and watch them grow | <ul style="list-style-type: none"> ● To learn about different modes of transportation, who operates them, how we travel to school and our local environment ● To know similarities and differences | <ul style="list-style-type: none"> ● Floating and sinking. ● To talk about the life cycles of animals ● To know that different creatures live in different places based on their characteristics ● Make comparisons between habitats |

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| | | <ul style="list-style-type: none"> • Technological toys. • Changes in seasons. | <p>whiteboard, chrome books</p> <ul style="list-style-type: none"> • Play with small world people and families of different cultures • To use the chrome books and IWB to complete a simple task • To explore the different jobs the people in our families do. How do these people help us? (doctors, nurses, police, firefighters, paramedics, vets etc) | <ul style="list-style-type: none"> • New life and changes/ growth of animals and plants • Technology games - Cbeebies, IWB games. • Labelling parts of plant • Drawing flowers on IWB • To know what Easter celebrates and its significance • I wonder cube – decomposing pumpkin seed is growing | <p>between different modes</p> <ul style="list-style-type: none"> • Technology games - IWB games, chrome books (when we have them) • | <ul style="list-style-type: none"> • To think about where different animal products come from (milk, eggs, wool, honey) • To begin to understand the importance of looking after our environment • Technology games – Cbeebies, IWB games, chrome books • Observe hoe caterpillars change into butterflies |
| PD OUTCOMES | <ul style="list-style-type: none"> • Printing Handprints. • Apple printing • Fine motor skills. • Play dough. • Colour mixing using autumn colours • Making woodland creatures from playdough/ clay | <ul style="list-style-type: none"> • Decorating Christmas tree. • Decorations. • Christmas concert songs. • Fine motor skills. • Dance like a snowflake • Wintery music • Mixing cool Colours • Diva lamps. • Christmas concert. | <ul style="list-style-type: none"> • Outdoor mark making/ writing • To learn about different fine motor activities – cutting, using tools such as tweezers, holding a pencil • Outdoor fine motor e.g. trigger bottle aiming | <ul style="list-style-type: none"> • To use bikes and scooters with increasing speed and control • To begin to hold a pencil using a tripod grip • To begin to form recognisable letters in own name | <ul style="list-style-type: none"> • Focus on throwing, catching and balancing • To use one handed tools such as scissors with increasing control to follow straight, curved and zig zag lines • Show preference for dominant hand | <ul style="list-style-type: none"> • To use scissors and other tools confidently • To mark make using a comfortable grip • To write own name independently • Ride bikes confidently |

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| | | <ul style="list-style-type: none"> • Building dens to keep warm | | | | |
| EAD OUTCOMES | <ul style="list-style-type: none"> • To sing familiar nursery rhymes with actions • To use instruments to play at different volumes and speeds. • To use various construction materials safely and with a purpose | <ul style="list-style-type: none"> • To sing Christmas songs • To use instruments to play at different volumes and speeds. • To use various construction materials safely and with a purpose | <ul style="list-style-type: none"> • To sing familiar nursery rhymes with actions • To use instruments to play at different volumes and speeds. • To begin to act out different role play scenarios using props to enhance play • To use construction blocks to create enclosures and spaces - building dens • To use various construction materials safely and with a purpose • To join construction pieces together to build and balance | <ul style="list-style-type: none"> • To sing songs • To paint and draw recognisable representations of spring animals and plants • To play instruments with increasing control • To copy a simple body percussion rhythm • To create closed shapes with continuous lines which represent objects which can be spoken about or identified | <ul style="list-style-type: none"> • To draw with increasing control, representing features and details clearly • To sing familiar songs in the correct tone and melody • To use available resources to create props to extend role play • Create an aeroplane out of boxes, card etc. | <ul style="list-style-type: none"> • To sing familiar nursery rhymes and use instruments to play along with the rhythm • To listen to music and create movement in response • To explore different materials and use them freely for a purpose • Create a habitat out of materials and boxes of different sizes and a range of resources |
| ROLE PLAY PROVISION | <ul style="list-style-type: none"> • Kitchen | <ul style="list-style-type: none"> • Home corner | <ul style="list-style-type: none"> • Home corner • Add Luna New Year items | <ul style="list-style-type: none"> • Home corner • Add plants and growing | <ul style="list-style-type: none"> • Home corner • Coronation Flags | <ul style="list-style-type: none"> • Home corner |

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| SMALL WORLD PROVISION | <ul style="list-style-type: none"> ● School. ● Dolls house. ● Body parts. ● Story stones. | <ul style="list-style-type: none"> ● Match tuff trays to festival displays. ● Animals frozen in water | <ul style="list-style-type: none"> ● Match tuff trays to book themes | <ul style="list-style-type: none"> ● Match tuff trays to book themes | <ul style="list-style-type: none"> ● Farm ● Different habitat trays ● Transport | <ul style="list-style-type: none"> ● Beach ● Pirate ● Under the sea |
| OUTDOOR | <ul style="list-style-type: none"> ● Friendship games. ● Autumn walks. ● Rules. ● Obstacle course using PE toys ● Floating sinking using natural objects ● Sorting natural objects ● Natural object pictures ● Leaf collection on autumn walk | <ul style="list-style-type: none"> ● Fireworks chalk. ● Building dens to keep warm ● Obstacle course using PE toys ● Explore melting ice in tuff tray ● Paint / draw on a large scale with wintry colours | <ul style="list-style-type: none"> ● Car ● Bikes | <ul style="list-style-type: none"> ● Gardening ● Natural resources | <ul style="list-style-type: none"> ● PD – bike control, throwing and catching balls, travelling, hula hoops. | <ul style="list-style-type: none"> ● Pirate ship – play pod equipment. ● Treasure hunt using positional vocabulary |
| DISPLAY | <ul style="list-style-type: none"> ● Autumn ● Self portraits. | <ul style="list-style-type: none"> ● Different boards, different festivals. ● Winter. | <ul style="list-style-type: none"> ● Themed display around books (WBD) | <ul style="list-style-type: none"> ● Spring ● Growing and planting ● Jack and the Beanstalk | <ul style="list-style-type: none"> ● Transport | <ul style="list-style-type: none"> ● Summer ● Under the sea ● Pirate |
| PARENTAL LINKS | <ul style="list-style-type: none"> ● Induction – parents coming into class. ● Google Classroom | <ul style="list-style-type: none"> ● Christmas concert. ● Google Classroom | <ul style="list-style-type: none"> ● Secret Storyteller | <ul style="list-style-type: none"> ● Secret Storyteller | <ul style="list-style-type: none"> ● How we come to school | <ul style="list-style-type: none"> ● Secret storyteller ● Transition |

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| TRIPS / ENRICHMENT | <ul style="list-style-type: none"> Autumn walk | <ul style="list-style-type: none"> Santa visit Circus workshop | <ul style="list-style-type: none"> Story telling workshop | <ul style="list-style-type: none"> Spring walk | <ul style="list-style-type: none"> Little City | <ul style="list-style-type: none"> Farm trip. Caterpillars changing |
| HOMEWORK | <ul style="list-style-type: none"> Name recognition and number recognition Sing nursery rhymes | <ul style="list-style-type: none"> Learn Christmas songs Name writing and number recognition | <ul style="list-style-type: none"> Name recognition Number recognition 1-5 | <ul style="list-style-type: none"> Name recognition Initial sound from name writing Number recognition 1-6 | <ul style="list-style-type: none"> Name recognition Name writing Number recognition 1-8 | <ul style="list-style-type: none"> Name recognition and writing Number recognition 1-10 |