

EYFS Curriculum Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Topic	All About Me	Festive Fun	Once Upon a Time	On the Move	Kings & Queens	Come Outside
PKC	✓		✓ (Stories from the Past)	✓ (Transport)	✓	✓ (Growing & Changing)
Coverage	<ul style="list-style-type: none"> ✓ Starting school ✓ New beginnings ✓ Myself & my family ✓ People who help us ✓ Where we live ✓ Earth & space 	<ul style="list-style-type: none"> ✓ Bonfire Night ✓ Remembrance Day ✓ Christian stories (RE Week) ✓ Diwali (RE Week) ✓ Hannukah ✓ Christmas ✓ Seasons ✓ Weather 	<ul style="list-style-type: none"> ✓ Story telling ✓ Traditional tales ✓ Myths ✓ Legends ✓ Fairy tales ✓ Fables ✓ Folk tales ✓ Chinese New Year 	<ul style="list-style-type: none"> ✓ Transport ✓ Vehicles ✓ Local area ✓ Travel ✓ Human body ✓ Exercise ✓ Easter 	<ul style="list-style-type: none"> ✓ The Queen ✓ Royal Family ✓ Coronations ✓ Magna Carta ✓ Royal buildings ✓ London 	<ul style="list-style-type: none"> ✓ Seasons ✓ Weather ✓ Minibeasts ✓ Animals ✓ Life-cycles ✓ Plants ✓ Farming ✓ Belonging to religions
Wow	Walk around local area	Rangoli henna tattoos Christmas Nativity Performance	Chinese New year banquet	Trip to Crich Tramway Museum	Trip to a Castle	Trip to Farm Minibeast picnic
Role Play	Home Corner	Winter Wonderland	Sweet Shop	Travel Agents	Castle	Garden Centre

Communication & Language

Including – daily Phonics sessions, Guided Reading sessions, whole class story time

Autumn 1 – All About Me

- ✓ Listen to others – one-to-one and in small groups
- ✓ Talk and share own experiences
- ✓ Join in with repeating refrains / phrases, and anticipate key story events
- ✓ Respond to multi-step instructions
- ✓ Re-tell and re-call past events from stories and own experiences in chronological order
- ✓ Understand the use of objects and tools in the classroom and how to select and combine them for different purposes

Autumn 2 – Festive Fun

- ✓ Build up vocabulary that reflects knowledge and experience
- ✓ Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.
- ✓ Ask relevant questions to find out more information e.g. when sharing a non-fiction text, children can say "I wonder why..."
- ✓ Share opinions, explaining preferences, thoughts and ideas

Spring 1 – Once Upon a Time

- ✓ Use talk to explain what is happening and anticipate what might happen next
- ✓ Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.
- ✓ Retell events in order e.g. ordering events from the stories
- ✓ Respond to comments from peers using full sentences, e.g. "I agree with ... because..."
- ✓ Explain ideas and experiences using different tenses and vocabulary acquired from all areas of the curriculum
- ✓ This will be modelled by adults consistently

Spring 2 – On the Move

- ✓ Join in with repeated refrains and familiar stories
- ✓ Follow directions, recognising left and right - e.g. in games such as Simon says
- ✓ Show understanding of prepositions such as 'under', 'on top'
- ✓ Use vocabulary, including phrases, from recently read stories in conversations
- ✓ Ask questions using what, where, when and why to find out information

Summer 1 – Kings & Queens

- ✓ Describe a pretend object in play based situations

- ✓ Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know
- ✓ Use intonation and rhythm when joining in with stories and rhymes
- ✓ Respond to questions using full sentences, e.g. "I think... because..." - this will be consistently modelled by adults in all curriculum areas

Summer 2 – Come Outside

- ✓ Focus attention in a variety of situations – 1:1, small group and whole class
- ✓ Understand 'how' and 'why' questions
- ✓ Use increasingly complex sentences to link and explain thoughts
- ✓ Use newly acquired vocabulary in every day conversations
- ✓ Apply new vocabulary and knowledge

Literacy

Including – daily Phonics sessions, Guided Reading sessions, whole class story time

Autumn 1 – All About Me

- ✓ Fiction including picture books with familiar settings, relating to families, people who help us
- ✓ Oral retelling of familiar stories using own words and recently introduced vocabulary
- ✓ Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'
- ✓ Use puppets to retell familiar stories

Texts

What I Like About Me
 Owl Babies
 In Every House on Every Street
 Here We Are
 Real Superheroes
 Seasons Come, Seasons Go, Tree

Traditional Rhymes & Poetry (Music – Charanga)

Pat-a-cake
 1, 2, 3, 4, 5 Once I Caught a Fish Alive
 This Old Man
 5 Little Ducks
 Name Song
 Things for Fingers

	<ul style="list-style-type: none"> ✓ Poetry - learning and reciting simple rhymes with repetitive language ✓ Initial sounds and simple CVC words in line with Essential Letters and Sounds ✓ Opportunities for mark making, and fine and gross motor development ✓ Focus on letter formation in line with handwriting policy 		
<p>Autumn 2 – Festive Fun</p>	<ul style="list-style-type: none"> ✓ Fiction & non-fiction books about different festivals and celebrations ✓ Identify and anticipate events in stories ✓ Role play to create and tell stories using recently introduced vocabulary ✓ Initial sounds and simple CCVC words and more in line with an SSP scheme ✓ Opportunities for mark making, and fine and gross motor development 	<p style="text-align: center;">Texts</p> <p>Remember, Remember the Fifth of November Anzac Ted David and Goliath (Bible) The Best Diwali Ever Shmelf the Hanukah Elf The Nativity Story (Bible)</p>	<p style="text-align: center;">Traditional Rhymes & Poetry (Music – Charanga)</p> <p>I'm a Little Teapot The Grand Old Duke of York Ring-a-ring o' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>

	<ul style="list-style-type: none"> ✓ Focus on letter formation in line with handwriting policy 		
<p>Spring 1 – Once Upon a Time</p>	<ul style="list-style-type: none"> ✓ Fiction & non-fiction books about the past. ✓ Character profiling – e.g. what do we know about St George? ✓ Using descriptive language in oral storytelling and in emergent writing ✓ Creating our own stories (orally or written) with a Beginning, middle and end ✓ Jumping into the story settings- what was the character thinking at this point in the story? ✓ Focus on letter formation in line with handwriting policy ✓ Opportunities for emergent writing (with ongoing provision for mark making) 	<p>Texts</p> <p>Little Red Riding Hood Little Red My First Book of Myths and Legends – St George and the Dragon / Prometheus / Theseus and the Minotaur Aesop's Fables for Little Children – The Hare and the Tortoise / The Lion and the Mouse Anansi the Spider</p>	<p>Traditional Rhymes & Poetry (Music – Charanga)</p> <p>Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Twinkle Twinkle Little Star If You're Happy and You Know It Heads, Shoulders, Knees and Toes</p>
<p>Spring 2 – On the Move</p>	<ul style="list-style-type: none"> ✓ Fiction & non-fiction books about transport ✓ Identify and anticipate key events in familiar 	<p>Texts</p> <p>The Hundred Decker Bus The Wheels on the Tuk Tuk Mr Gumpy's Motor Car</p>	<p>Traditional Rhymes & Poetry (Music – Charanga)</p> <p>Old MacDonald Incy Wincy Spider</p>

	<p>stories including repeated refrains.</p> <ul style="list-style-type: none"> ✓ Role play - using imaginative movement and vocabulary to recreate scenes from familiar stories ✓ Recognise, read and write common exception words within the Essential Letters and Sounds programme ✓ Writing short sentences using growing knowledge of phonics to attempt unknown spellings ✓ Opportunities for emergent writing (with ongoing provision for mark making) ✓ Focus on letter formation in line with handwriting policy 	<p>Mrs Armitage on Wheels / We're Going on a Bear Hunt Easter Story (the Bible)</p>	<p>Baa Baa Black Sheep Row Row Row Your Boat The Wheels on the Bus The Hockey Cockey</p>
<p>Summer 1 – Kings & Queens</p>	<ul style="list-style-type: none"> ✓ Fiction & non-fiction texts about the monarchy, history etc. ✓ Children can annotate pictures of monarchs with speech bubbles and thought bubbles. 	<p>Texts Paddington at the Palace The Queen's Knickers The Queen's Hat / The Coronation of Queen Elizabeth The Princess and the Pea</p>	<p>Traditional Rhymes & Poetry (Music – Charanga) Big Bear Funk</p>

- ✓ Descriptive sentence writing
- ✓ Instructions; writing simple instructions for a familiar process in a numbered list
- ✓ Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!
- ✓ Create fact books about kings and queens and notice the difference between writing stories and writing information
- ✓ Role play using newly acquired vocabulary e.g. role play a coronation
- ✓ Write simple phrases and sentences with phonetically plausible attempts at unknown spellings
- ✓ Focus on letter formation in line with handwriting policy
- ✓ Ongoing provision for emergent writing, creative

Charlie and Lola – We Must Completely Go to London

	mark making, gross and fine motor development		
Summer 2 – Come Outside	<ul style="list-style-type: none"> ✓ Fiction & non-fiction texts about how people, animals and plants grow ✓ Labelling e.g labelling seed pots ✓ Writing descriptive sentences ✓ Focus on letter formation in line with handwriting policy ✓ Provide opportunities for emergent writing (with ongoing provision for mark making) ✓ Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary 	<p style="text-align: center;">Texts</p> <p>Seasons Come, Seasons Go, Tree The Tiny Seed / The Extraordinary Gardener The Very Hungry Caterpillar Oliver's Vegetables / Oliver's Fruit Salad Think Big! Dear Teacher</p>	<p style="text-align: center;">Traditional Rhymes & Poetry (Music – Charanga)</p> <p>Big Beat Funk Baa Baa Black Sheep Twinkle Twinkle Little Star Incy Wincy Spider Rock-a-bye Baby Row Row Row Your Boat</p>
<p>Maths</p> <p>White Rose Maths</p>			
Autumn 1 – All About Me	<p style="text-align: center;">Phase</p> <p style="text-align: center;">Getting to Know You Just Like Me</p>	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> ✓ Match and Sort ✓ Compare Amounts 	<p style="text-align: center;">Measure, Shape and Spatial Thinking</p> <ul style="list-style-type: none"> ✓ Compare size, mass and capacity

Autumn 2 – Festive Fun	<p>Phase It's Me 1, 2, 3</p> <p>Light and Dark</p>	<p>Number</p> <ul style="list-style-type: none"> ✓ Representing 1, 2 and 3 ✓ Comparing 1, 2 and 3 ✓ Composition of 1, 2 and 3 <ul style="list-style-type: none"> ✓ Representing numbers to 5 ✓ One more and one less 	<ul style="list-style-type: none"> ✓ Explore pattern <p>Measure, Shape and Spatial Thinking</p> <ul style="list-style-type: none"> ✓ Circles and Triangles ✓ Positional Language <ul style="list-style-type: none"> ✓ Shapes with 4 sides ✓ Time
Spring 1 – Once Upon a Time	<p>Phase Alive in 5!</p> <p>Growing 6, 7, 8</p>	<p>Number</p> <ul style="list-style-type: none"> ✓ Introducing 0 ✓ Comparing numbers to 5 ✓ Composition of 4 and 5 <ul style="list-style-type: none"> ✓ 6, 7 and 8 ✓ Combining two amounts ✓ Making pairs 	<p>Measure, Shape and Spatial Thinking</p> <ul style="list-style-type: none"> ✓ Compare mass ✓ Compare capacity <ul style="list-style-type: none"> ✓ Length and height ✓ Time
Spring 2 – On the Move	<p>Phase Building 9 and 10</p>	<p>Number</p> <ul style="list-style-type: none"> ✓ Counting to 9 and 10 ✓ Comparing numbers to 10 ✓ Number bonds to 10 	<p>Measure, Shape and Spatial Thinking</p> <ul style="list-style-type: none"> ✓ 3D shapes ✓ Spatial awareness ✓ Patterns
Summer 1 – Kings & Queens	<p>Phase To 20 and Beyond!</p> <p>First, Then, Now</p>	<p>Number</p> <ul style="list-style-type: none"> ✓ Building numbers beyond 10 ✓ Counting patterns beyond 10 <ul style="list-style-type: none"> ✓ Adding more ✓ Taking away 	<p>Measure, Shape and Spatial Thinking</p> <ul style="list-style-type: none"> ✓ Spatial reasoning ✓ Match, rotate, manipulate <ul style="list-style-type: none"> ✓ Spatial reasoning ✓ Compose and decompose

Summer 2 – Come Outside	Phase Find my Pattern	Number <ul style="list-style-type: none"> ✓ Doubling ✓ Sharing and grouping ✓ Even and odd 	Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> ✓ Spatial reasoning ✓ Visualise and build
	On the Move	<ul style="list-style-type: none"> ✓ Deepening understanding ✓ Patterns and relationships 	<ul style="list-style-type: none"> ✓ Spatial reasoning ✓ Mapping

Understanding the World

Past and Present / People, Cultures and Communities / The Natural World

Autumn 1 – All About Me	Past & Present (History)	People, Cultures & Communities (Geography)	The Natural World (Science)
	<ul style="list-style-type: none"> ✓ My past, present, future and that of others including characters from stories ✓ Families - when I was a baby, when my family members were young. Family Trees, diverse representations of family life. ✓ Developing sense of chronology - before I was born, before I came to school, which classroom will I be in next year? 	<ul style="list-style-type: none"> ✓ Location of our school and the local area ✓ My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? ✓ Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. 	<ul style="list-style-type: none"> ✓ The human body: Facial features, body parts, the senses ✓ Seasons of the year; Autumn. Deciduous and evergreen trees. ✓ Observing leaves using magnifying glasses, leaves changing colour.

	<ul style="list-style-type: none"> ✓ Our school year – what will we do this year in Reception? 	<ul style="list-style-type: none"> ✓ People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors 	
Autumn 2 – Festive Fun	<p>Past & Present (History)</p> <ul style="list-style-type: none"> ✓ Religious stories and beliefs which originated a long time ago ✓ How these stories are shared and celebrated today 	<p>People, Cultures & Communities (Geography / RE)</p> <ul style="list-style-type: none"> ✓ Explore Christianity through stories in the Bible ✓ Introduce new religions – Hinduism through the celebration of Diwali ✓ Introduce Judaism through the celebration of Hanukkah 	<p>The Natural World (Science)</p> <ul style="list-style-type: none"> ✓ Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? ✓ Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?
Spring 1 – Once Upon a Time	<p>Past & Present (History)</p> <ul style="list-style-type: none"> ✓ Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King 	<p>People, Cultures & Communities (Geography)</p> <ul style="list-style-type: none"> ✓ Locate the places that feature in the key stories chosen for this topic. ✓ Oral storytelling as part of culture; how we pass on stories within our 	<p>The Natural World (Science)</p> <ul style="list-style-type: none"> ✓ Seasons of the year: Spring. ✓ The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.

	<p>Midas and the Golden Touch</p> <ul style="list-style-type: none"> ✓ Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. ✓ Aesop's Fables ✓ The Legend of St George and the Dragon 	<p>families and communities</p>	
<p>Spring 2 – On the Move</p>	<p>Past & Present (History)</p> <ul style="list-style-type: none"> ✓ George Stevenson; The invention of the Steam Train ✓ Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history ✓ Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport 	<p>People, Cultures & Communities (Geography / RE)</p> <ul style="list-style-type: none"> ✓ Transport in our local area and contrasted with transport for long journeys- children's experience of transport. ✓ Road Safety – how we travel safely. ✓ How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway. ✓ How Christians celebrate Easter ✓ Why Easter is important to Christians 	<p>The Natural World (Science)</p> <ul style="list-style-type: none"> ✓ Forces: push, pull, twist ✓ Air transport ✓ Water transport ✓ Our planet Earth, land and sea, plants and animals, weather, gravity. ✓ The moon, the sun, the planets in our solar system, space travel, astronauts.
<p>Summer 1 – Kings & Queens</p>	<p>Past & Present (History)</p>	<p>People, Cultures & Communities (Geography / RE)</p>	<p>The Natural World (Science)</p>

	<ul style="list-style-type: none"> ✓ The Story of King John and the Magna Carta (Teachers to tell story based on historical events) ✓ Locally significant areas in the past e.g. a local historical building ✓ Queen Elizabeth II's coronation in Westminster Abbey. 	<ul style="list-style-type: none"> ✓ The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. ✓ Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. ✓ The Union Flag of the United Kingdom, flags from countries the children have connections to ✓ Recognise special places and places of worship for religious people ✓ Identify features of sacred places 	<ul style="list-style-type: none"> ✓ Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. ✓ Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.
<p>Summer 2 – Come Outside</p>	<p>Past & Present (History)</p> <ul style="list-style-type: none"> ✓ Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what these areas look like now. 	<p>People, Cultures & Communities (Geography / RE)</p> <ul style="list-style-type: none"> ✓ Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. 	<p>The Natural World (Science)</p> <ul style="list-style-type: none"> ✓ Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.

- ✓ How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.

- ✓ Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain, Bananas: Central America, Lemons: South Africa, Pineapples: Costa Rica, Apples: France, Onions: The Netherlands, Cauliflower: Spain, Broccoli: The UK
- ✓ Christian baptisms
- ✓ What happens when a baby is welcomed into Islam

- ✓ Changing state of matter; Why do our ice lollies melt?
- ✓ Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog.
- ✓ Identify and draw the following animals and their babies including but not limited to:
 - Sheep and Lamb
 - Cows and Calf
 - Horse and foal
 - Butterfly and Caterpillar
 - Frog and tadpole
 - Dog and puppy
 - Cat and kitten
- ✓ Plants; how they grow from seeds and bulbs.
- ✓ What plants need to grow.
- ✓ Identify parts of plants including roots, stem and leaves.
- ✓ Identify trees and plants growing locally on the school grounds or in

local parks. Draw pictures of local plants.

Personal, Social & Emotional Development

Jigsaw PSHE

Autumn 1 – All About Me

Being Me in My World

- ✓ Understand how it feels to belong
- ✓ Understand our similarities and difference
- ✓ Start to recognise and manage my own feelings
- ✓ Work with others to make school an enjoyable place to be
- ✓ Understand why it is good to be kind and use gentle hands
- ✓ Start to understand children's rights, which means we are all allowed to play and learn
- ✓ Learn what being responsible means

Autumn 2 – Festive Fun

Celebrating Difference

- ✓ Identify things that I am good at
- ✓ Understand that everyone is good at different things
- ✓ Understand that being different makes us special
- ✓ Know that we are all different but the same in some ways
- ✓ Explain why my home is special to me
- ✓ Explain how to be a kind friend
- ✓ Know which words to use to stand up for myself when someone says or does something unkind

Spring 1 – Once Upon a Time

Dreams and Goals

- ✓ Understand that if I persevere I can tackle challenges
- ✓ Recall a time when I didn't give up until I achieved my goal
- ✓ Set a goal and work towards it
- ✓ Use kind words to encourage people
- ✓ Understand the link between what I learn now and the job I might like to do when I am older
- ✓ Explain how I feel when I achieve a goal
- ✓ Understand what it means to feel proud

<p>Spring 2 – On the Move</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> ✓ Understand that I need to exercise to keep my body healthy ✓ Understand how moving and resting are good for my body ✓ Know which foods are healthy and which are unhealthy ✓ Make healthy eating choices ✓ Know how to help myself go to sleep ✓ Understand why sleep is good for me ✓ Wash my hands thoroughly and understand the importance of it, especially before I eat and after I go to the toilet ✓ Know what a stranger is and how to stay safe if a stranger approaches me 	
<p>Summer 1 – Kings & Queens</p>	<p>Relationships</p> <ul style="list-style-type: none"> ✓ Identify some of the jobs I do in my family and how I feel like I belong ✓ Know how to make friends and stop myself from feeling lonely ✓ Think of ways to solve problems and stay friends ✓ Start to understand the impact of unkind words ✓ Use strategies to manage my feelings ✓ Know how to be a good friend 	
<p>Summer 2 – Come Outside</p>	<p>Changing Me</p> <ul style="list-style-type: none"> ✓ Name parts of the body ✓ Explain things I can do and foods I can eat to stay healthy ✓ Understand that we all grow from babies into adults ✓ Express how I feel about moving to Year 1 ✓ Talk about my worries ✓ Talk about things I am looking forward to in Year 1 ✓ Share memories of the best bits of Reception 	
<p>Physical Development</p> <p>Including discreet PE sessions (Get Set 4 PE), as well as access to the Outdoor Classroom.</p>		
<p>Autumn 1 – All About Me</p>	<p>Fine Motor</p> <ul style="list-style-type: none"> ✓ Small tools 	<p>Gross Motor Skills – within PE</p> <p>Mini-Movers → Indoor PE</p>

	<ul style="list-style-type: none"> - Cutlery - Tweezers - Pipettes - Scissors - Paintbrushes - Pencils ✓ Cutting skills <ul style="list-style-type: none"> - Paper - Card - Felt ✓ Tracing and using templates ✓ Playdough tools ✓ Physical Phonics 	<ul style="list-style-type: none"> ✓ Pushing objects ✓ Patting objects ✓ Throwing ✓ Catching ✓ Kicking ✓ Negotiating space <p>Fundamentals – unit 2 → Outdoor PE</p> <ul style="list-style-type: none"> ✓ Balancing ✓ Running ✓ Jumping ✓ Changing direction ✓ Hopping ✓ Travelling
<p>Autumn 2 – Festive Fun</p>	<p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> ✓ Small tools <ul style="list-style-type: none"> - Cutlery - Tweezers - Pipettes - Scissors - Paintbrushes - Pencils ✓ Cutting skills <ul style="list-style-type: none"> - Paper - Card - Felt ✓ Tracing and using templates ✓ Playdough tools ✓ Physical Phonics 	<p style="text-align: center;">Gross Motor Skills – within PE</p> <p>Introduction to PE – unit 1 → Indoor PE</p> <ul style="list-style-type: none"> ✓ Moving safely ✓ Running ✓ Jumping ✓ Throwing ✓ Catching ✓ Following a path <p>Fundamentals – unit 2 → Outdoor PE</p> <ul style="list-style-type: none"> ✓ Hopping ✓ Galloping ✓ Skipping ✓ Sliding ✓ Jumping ✓ Changing direction ✓ Balancing ✓ Running

Spring 1 – Once Upon a Time

Fine Motor

- ✓ Small tools
 - Cutlery
 - Tweezers
 - Pipettes
 - Scissors
 - Paintbrushes
 - Pencils
- ✓ Cutting skills
 - Paper
 - Card
 - Felt
- ✓ Tracing and using templates
- ✓ Playdough tools
- ✓ Physical Phonics

Gross Motor Skills – within PE

Introduction to PE – unit 2 → Indoor PE

- ✓ Moving safely
- ✓ Running
- ✓ Jumping
- ✓ Throwing
- ✓ Catching
- ✓ Rolling

Ball Skills – unit 1 → Outdoor PE

- ✓ Rolling a ball
- ✓ Stopping a rolling ball
- ✓ Throwing at a target
- ✓ Bouncing a ball
- ✓ Dribbling a ball with feet
- ✓ Kicking a ball

Spring 2 – On the Move

Fine Motor

- ✓ Small tools
 - Cutlery
 - Tweezers
 - Pipettes
 - Scissors
 - Paintbrushes
 - Pencils
- ✓ Cutting skills
 - Paper
 - Card
 - Felt
- ✓ Tracing and using templates
- ✓ Playdough tools
- ✓ Physical Phonics

Gross Motor Skills – within PE

Dance – unit 1 → Indoor PE

- ✓ Travelling
- ✓ Copying and performing actions
- ✓ Co-ordination

Ball Skills – unit 2 → Outdoor PE

- ✓ Rolling a ball
- ✓ Tracking a ball
- ✓ Throwing at a target
- ✓ Bouncing a ball
- ✓ Dribbling a ball with feet
- ✓ Kicking a ball

Summer 1 – Kings & Queens

Fine Motor

- ✓ Small tools
 - Cutlery
 - Tweezers
 - Pipettes
 - Scissors
 - Paintbrushes
 - Pencils
- ✓ Cutting skills
 - Paper
 - Card
 - Felt
- ✓ Tracing and using templates
- ✓ Playdough tools
- ✓ Physical Phonics

Gross Motor Skills – within PE

Gymnastics – unit 1 → Indoor PE

- ✓ Shapes
- ✓ Balances
- ✓ Jumps
- ✓ Rocking
- ✓ Rolling
- ✓ Travelling

Games – unit 1 → Outdoor PE

- ✓ Running
- ✓ Balancing
- ✓ Changing direction
- ✓ Striking a ball
- ✓ Throwing

Summer 2 – Come Outside

Fine Motor

- ✓ Small tools
 - Cutlery
 - Tweezers
 - Pipettes
 - Scissors
 - Paintbrushes
 - Pencils
- ✓ Cutting skills
 - Paper
 - Card
 - Felt
- ✓ Tracing and using templates
- ✓ Playdough tools
- ✓ Physical Phonics

Gross Motor Skills – within PE

Gymnastics – unit 2 → Indoor PE

- ✓ Shapes
- ✓ Balances
- ✓ Jumps
- ✓ Rock and roll
- ✓ Barrel roll
- ✓ Straight roll
- ✓ Progressions of a forward roll
- ✓ Travelling

Games – unit 2 → Outdoor PE

- ✓ Running
- ✓ Changing direction
- ✓ Striking a ball

Expressive Arts & Design

Creating with Materials / Being Imaginative & Expressive (Music – Charanga)

Autumn 1 – All About Me

Creating with Materials

- ✓ Hand prints in paint – First week of school craft
- ✓ Self-portraits – using different materials and combining in different ways
- ✓ Owl at Night time
- ✓ Create a house – using and combining materials
- ✓ People Who Help Us – painting – choosing colours
- ✓ Leaf rubbings
- ✓ Autumn tree – stamping with paint

Being Imaginative & Expressive

- ✓ Home Corner role play to take on roles, dress up, tell stories
- ✓ Use own experiences and experiences of others to influence play
- ✓ Small World play
- ✓ Music wall and stage in Outdoor Classroom
- ✓ See Charanga overview for Music – Me!

Autumn 2 – Festive Fun

Creating with Materials

- ✓ Business Enterprise project – Christmas handprint decorations
 - Using clay – rolling and cutting
 - Painting
 - Decorating
 - Glazing
- ✓ Firework art – using straws to blow paint / using toilet roll tubes to create different effects
- ✓ Poppy field stamping using apples in paint
- ✓ Creating odd socks (Anti-Bullying Week)
- ✓ Creating Rangoli patterns – paint, glitter, chalk

Being Imaginative & Expressive

- ✓ Singing in a group → Christmas performance
- ✓ Performing on stage
- ✓ Winter Wonderland role play to take on roles, dress up, tell stories
- ✓ Use own experiences to influence play
- ✓ Small World play
- ✓ Music wall and stage in Outdoor Classroom
- ✓ See Charanga overview for Music – My Stories

	<ul style="list-style-type: none"> ✓ Nativity craft – cutting skills, using different materials 	
<p>Spring 1 – Once Upon a Time</p>	<p style="text-align: center;">Creating with Materials</p> <ul style="list-style-type: none"> ✓ Puppet making – characters ✓ Collaborative art – St George and the Dragon ✓ Chinese New Year themed crafts – Chinese lanterns / handprint dragon <ul style="list-style-type: none"> - Scissor skills - Using a range of materials - Collage - Collaboration with others ✓ Grecian fire torches – Prometheus ✓ The Hare and the Tortoise – paper plate craft → using a variety of materials ✓ Geometric art – Anansi the Spider → scissor skills 	<p style="text-align: center;">Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ✓ Sweet Shop role play to take on roles, dress up, tell stories ✓ Use own experiences to influence play ✓ Small World play ✓ Music wall and stage in Outdoor Classroom ✓ Creating and telling own stories ✓ See Charanga overview for Music – Everyone!
<p>Spring 2 – On the Move</p>	<p style="text-align: center;">Creating with Materials</p> <p style="text-align: center;">*To be added during planning for the half term*</p>	<p style="text-align: center;">Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ✓ Travel Agents role play to take on roles, dress up, tell stories ✓ Use own experiences of travelling to influence play ✓ Small World play ✓ Music wall and stage in Outdoor Classroom ✓ Creating and telling own stories ✓ See Charanga overview for Music – Our World
<p>Summer 1 – Kings & Queens</p>	<p style="text-align: center;">Creating with Materials</p>	<p style="text-align: center;">Being Imaginative & Expressive</p>

	<p>*To be added during planning for the half term*</p>	<ul style="list-style-type: none"> ✓ Castle role play to take on roles, dress up, tell stories ✓ Small World play ✓ Music wall and stage in Outdoor Classroom ✓ Creating and telling own stories ✓ See Charanga overview for Music – Big Bear Funk
<p>Summer 2 – Come Outside</p>	<p>Creating with Materials</p> <p>*To be added during planning for the half term*</p>	<p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ✓ Garden Centre role play to take on roles, dress up, tell stories ✓ Use own experiences to influence play ✓ Small World play ✓ Music wall and stage in Outdoor Classroom ✓ Creating and telling own stories ✓ See Charanga overview for Music – Reflect, Rewind and Replay