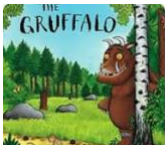
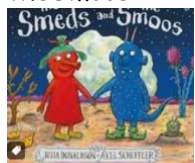
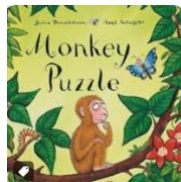
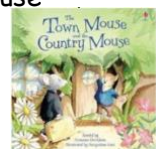
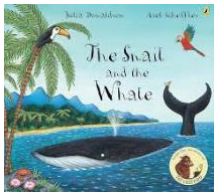
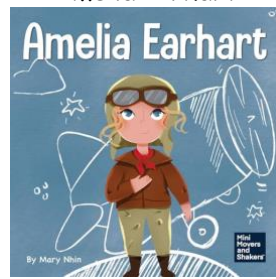


Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life in all its fullness YA 	Local woods	Pantomime	Mrs Dowson's Farm		Imagine That!	Transition Picnic
Additional Events 	Harvest	Bonfire Night Diwali Christmas	Chinese New Year	Shrove Tuesday Holi	Mother's Day Ramadan/Eid Father's Day	Eid
Spiritual root 	Corinthians 13:4-5: "Love is patient, love is kind." Peter 4:8: Above all, love each other deeply, because love covers over a multitude of sins.	Isaiah 9:6-7 For to Us a Child is born. John 1:29 - Behold, the Lamb of God, who takes away the sin of the world!	John 3:16 "For God so loved the world, that he gave his only begotten Son" Luke 24: 6 - 7 He is not here; he has risen!	Genesis 1:24 And God said, "Let the earth bring forth living creatures according to their kinds—livestock and creeping things and beasts of the earth according to their kinds." And it was so.	Deuteronomy 31:6 Be strong and courageous. Ephesians 6:10 Finally, be strong in the Lord and in his mighty power.	Jeremiah 29:11 For I know the plans I have for you Philippians 4:6-7 Do not be anxious about anything.
Pre- school RE	Why do Hindu's light candles at Divali? How do Christians celebrate Jesus's birthday.		Why do people of faith have times of special celebration? Easter, Chinese New Year		Which stories did Jesus hear when he was a child? Noahs Ark, Daniels Lion Den	
UTW - RE YA	Why are we all different and special?		Which stories did Jesus hear when he was a child?		How do some people of faith talk to God? Why did Jesus tell stories?	

	Why do Christians say thank you to God at Harvest time? How do Christians celebrate Jesus's birthday.		Jonah and the whale, Moses, Josphe coat Why do Christians believe that Easter is all about love?			
Topic title	Balderstone Brook	Balderstone families	Balderstone Beasts	Balderstone Beans	From London to Balderstone	Balderstone and Beyond
Book Spine (Retell the story) YB 	The Gruffalo   Learn by heart Room on the Broom  Stick man  Nursery rhymes Tommy Thumb	The Smeds and theSmoos  Monkey Puzzle  NF: Poppies Nursery rhymes I'm a little teapot Polly Put the Kettle on Jack and Jill Miss Polly had a dolly	Hungry Caterpillar   Learn by heart NF: How to make a chocolate mug cake Nursery rhymes Old Macdonald had a farm Two little Dickie Birds Busy Farmer Ben (BBC.co.uk) I went to visit a fram one day Baa Baa Black Sheep Little Bo Peep	Jack & the Beanstalk   Learn by heart Jack & the Jellybeanstalk  Jaspar's Beanstalk  NF: The Tiny Seed 	Town Mouse, Country Mouse  All Aboard the London Bus  NF: Here We Are  Nursery rhymes Pussy Cat, Pussy Cat The Wheels on the Bus	Snail and the whale  NF: Ameila Airhart  Nursery rhymes Ten fat sausauges Ten green bottles Ten in a bed

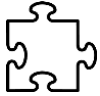
	Head, Shoulders, Knees and Toes I've got a body One Finger, One thumb keep moving The Bear went over the mountain Dance Thumbkin Dance	Rain, Rain Go away Diddle Diddle Dumpling	The farmer's in his den	<u>Nursery rhymes</u> Round and Round the garden 5 little Ducks went swimming one day Five little speckled frogs Mary, Mary quite contrary I hear thunder Dr Foster It's raining, its pouring	Horsie, Horsie London's burning London Bridge is falling down Old King Cole Grand old Duke of York	Humpty Dumpty
UTW Pre school Reception	 Body parts: head, shoulder, knees, toes. The body parts ears, eyes, nose, mouth, tongue, fingers, hands, skin. Oral hygiene 	Use all their senses in hands-on exploration of natural materials – ice Explore the natural world around them.  Hot, cold, warm, freezing, water, ice, icicle, melt, boiling, fire, sun	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Life cycles, mummy, baby Show interest in different occupations – farmer	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants.	Use all their senses in hands-on exploration of natural materials Bumpy, absorbent, squashy, brittle,  Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Use all their senses in hands-on exploration of natural materials  Rocks:- small, large, round, smooth. Jagged/heavy /light Explore collections of materials with similar and/or different properties. Talk about

	Knowledge of things found in nature: name a leaf. They know that leaves grow on trees, fall from trees, can change colour and be different shapes. magnifier laptop On tree stand  Knowledge about school community – teacher, office, dinner hall, cook, cleaner, buddy, class, classroom, playground, church, coach, dinner lady. Draw information from a simple map- Trip to the local woods. Look at maps of local area.  Village, Balderstone, woods, Commons Lane, forest, school, field, road, brook,	Talk about the differences between materials and changes they notice  Melting, softer, runny,  Ice melts and turn back into water when it warms up. Water freezes when it is very cold and turns into ice. Things can change when they are hot or cold. Name and describe people who are familiar to them Parents, brother, sister, auntie, uncle, grandparents (alternative names in different cultures) Recognise that people have different beliefs	There are different types of farms. Some farmers grow plants for us to eat and others raise animals.  Talk about the differences between materials and the changes they notice – cooking and melting.  Material is what something is made from. We cannot get the ingredients back-changed by heating Understand the key features of the life cycle of an animal – caterpillar to butterfly. Begin to understand the need to respect and care for the natural environment and all living things.	 Plants grow. Plants need light to grow. Plants need water. Plants need something to grow on. Most plants need food. A tree is a plant. Blossoms are flowers.  Seed, bulb, stem, leaf, petal, root, flower, bud, blossom, tree Understand the effect of changing seasons on the natural world around them Spring tree – blossom take photo  Spring, sorts of weather – clothing, animals, types of weather for the season. Spring is the season that comes after winter. The weather starts to get warmer	 shells, pebbles, sand Explore how things work. Talk about the differences between materials and changes they notice Floating and sinking Water safety Recognise some environments that are different from the one in which they live Understand that some places are special to members of their community(RE) Visit to church.  Comment on images of familiar situations in the past Transport  Old, new, modern,	what they see, using a wide vocabulary Different types of rocks/stones/pebbles Explore how things work Show interest in different occupations Pioneer (Amelia Bearhart)  What is a pioneer, aeroplane, explore, journey, travel, landing. Recognise some environments that are different from the one in which they live A jungle is the same as a rainforest. The sea touches the land.  There are hot and cold places in the world. A globe is a model of the Earth.
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	path, kissing gate, style,  We go to school in Balterstone. Balderstone is a village. We have a woods nearby. A wood is full of trees. A map shows us where places are and how to get to places. Talk about the differences between materials and the changes they notice.  Light, dark, shadow, block, shine.  Light can shine through some materials but not others. When you block out the light, it creates a shadow. Link to Gruffalo – can you make the mouse	and celebrate special times in different ways.  Diwali, celebrations, festival, candle, light (light source), lamp, Sikh, Hindu  Diwali is a special time for Sikhs and Hindus. <u>Visitor to come in to talk about Diwali.</u> A celebration is a time of fun and happiness. Understand the effect of changing seasons on the natural world around them  Winter is the season that comes after Autumn. In winter, the weather gets colder. We need to start wearing coats, hats, scarves and gloves.	 Living things grow and die. Talk about the life cycle of Lambs/sheep, calves/cows Caterpillars/butterflies Begin to make sense of their own life story and family history. How have I changed?  Change, same, different, similar, baby, toddler, child, growing  I am now. ___ years old. This means I have been alive for ___ years. I can do things now that I couldn't do when I was a baby or a toddler. Recognise that people have different beliefs and celebrate special times in different ways.	and it is time when we start to see baby animals.  Breeze, showers, sunny, cool, damp, March, April, May	past, now, change, transport, bus, train, areoplane  Transport is how people get from one place to another. In the past, people did not have cars and horses were used to carry people and deliveries. Compare and contrast characters from stories, including figures from the past.  A character is a person in a story.  Real, pretend, made up, real life, not real life, character, queen, king, master, dame (lady), Queen Elizabeth, King Charles, then and now.	The world is another word for the Earth. The top and bottom of the Earth are cold. The middle of the Earth is hot. Green shows land where things grow. Blue shows water. White shows ice. Yellow shows dry places. Compare and contrast characters from stories, including figures from the past.  Amelia Earhart–make link for KS1 history explorers. Ameila was the first female to fly across the Atlantic ocean. Brave, courageous Unknown Explore Change difficult choice 
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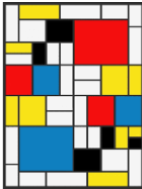
	grow bigger using shadow puppet? Understand the effect of changing seasons on the natural world around them – tree, signs of autumn, names on autumn leaves. Photo of tree outside school  Autumn is a season. The weather is how hot, cold, wet or dry it is. We measure time in days, weeks, months and seasons. The seasons change.  Autumn, September, October, weather, wind, cloudy, warm, rainy, cool,/cooler wet/wetter, stormy, thunder, lightning, dark/darker, sunny, months, days of week.	 Winter, December, January, February, cold, snow, frost, ice, slippy, Remembrance Day There were 2 world wars and there were people in the wars who helped us	Foods and celebration foods linked to RE		 London is the capital city of England which is the country we live in. Recognise that people have different beliefs and celebrate special times in different ways. Ramadam/Eid My First Eid  Fasting, feast, Eid, sunrise, sunset, gifts, clothes, prayer.  Eid is a celebration for Muslims. Eid is a special time after Ramadan. Ramadan is a time for fasting. <u>Visitor to come in to talk about Eid celebrations.</u>	Explore the natural world around them. Summer Sunny, warm / warmer, hot/hotter, shorts, t-shirt, sun cream, sun hats, June, July, August  Summer is the season that comes after Spring. The weather usually gets warmer and we wear clothes to help keep us cool. It is important to wear sun cream to protect our skin form the sun. Describe what they see, hear and feel whilst outside
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					Understand the effect of changing seasons on the natural world around them – tree summer	
FOREST SCHOOL	Use all their senses in hands-on exploration of natural materials [hard/soft/smooth/rough} Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Conkers, fallen leaves collection/group/ Sorting, feel, touch Adjectives – soft, hard, smooth, rough, spiky, dry, crispy, wet Colour - brown, red, orange, yellow, green, black Floating sticks	Describe what they see, hear and feel whilst outside Hot and cold focus – how to dress for the weather.	Use all their senses in hands-on exploration of natural materials [spiky/prickly/long/ short, bendy/light	Use all their senses in hands-on exploration of natural materials Explore the natural world around them. Look for examples of different plants growing.	What is the countryside?	Use all their senses in hands-on exploration of natural materials Rocks:- small, large, round, smooth. Jagged/heavy /light Natural weaving
PSED	Coram: Being my Best!	Coram: Me & My Relationships	Coram: Growing & Changing	Coram: Rights & Respect	Coram: Keeping Myself Safe	Coram: Valuing Difference

R					Water safety	
Communication & Language			Over the year children will take part in: Show & Tell/Sharing Time/Circle Time. During these opportunities children will develop the skills of listening and responding to ideas with relevant comments, questions or answers. They will learn to speak with confidence to small groups and the whole class and learn new vocabulary relating to stories heard or topics.			
Physical Development - Gross Motor YA	Fundamental movement skills Main Body parts - Head, shoulder, knees, toes, tummy, heart, legs, feet, arms.  Run, jump, walk, up, down, crawl, fast, slow, start, stop, throw, catch.	Large Apparatus	Hungry Caterpillar	Jack and the Beanstalk	Transport	Large Apparatus

Physical Development - Fine Motor	Using equipment - water area, sand, mud kitchen Sit on a chair ready to write. Letter formation A letter has a starting point and an end. A letter is a way of showing a sound. A pencil is a tool for writing. There is a correct way to hold a pencil - nip, flip, grip. Progression in skills Pivot skills: Shoulder Dressing/ undressing  Dressed, clothes, undressed, clothes names, vest, underwear, jumper, cardigan, t-shirt/top, dress, skirt, socks, trousers, shoes, trainers, pumps, shorts, coat Butterfly method Using cutlery Knife, fork, spoon, plate, glass, cup	Threading Threading means placing one thing through another. Pincer grip to pick up. NIP (hands progressing to tool) Holding one item in each hand. Mid line/centre line movement. In, grab, pull motion. Letter formation Pivot skills: Elbow Hat, scarf, gloves, Scissor skills One handed snipping of playdough .	Letter formation Pivot skills: Wrist Scissor Skills Use a range of tools, including salad tongs, Holding scissors correctly Snipping play doh to make hedgehog, pineapples, leaves.	Planting Letter formation Scissor Skills: Scissor skills - snip and hold paper. Holding paper and cutting straight line and move the scissors. Cut on a map/fringing. Following a straight line on paper (rectangles, squares and triangles). Turn the paper to make a second cut/start and new cut.	Handwriting Writing Skills Scissor skills We need to use the right pair of scissors/tools to help us cut (dominant hand) Cutting curved lines and shapes.	Handwriting Writing Skills Scissor skills - cutting around a template/shape.
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Literacy Reception	Phonics: ELS P2 Recognise own name Rhyme Story telling immersion- learning and re-telling stories	Phonics: ELS P2/3 Copy own name Initial Sounds CVC writing Names start with a capital letter.	Phonics: ELS P3 Write name without support/visual aid. Spell red words Labels & Captions Begin to write sentences	Phonics: ELS P3/4 Write full name Writing sentences with independence inc. nonfiction. Spell tricky words and phonetically plausible words	Phonics: ELS P3/4 Writing sentences independently with accurate punctuation. Phonetically plausible words	Phonics: ELS P4 / 5 Writing sentences independently with accurate punctuation. Phonetically plausible sounds learned so far
Literacy P/S	Exploring books	Exploring print	Exploring stories	Exploring stories	Writing own name and some letters accurately	Imaginative writing
P/S Phonics	The Phase 1 teaching for Pre School phonics includes all seven aspects, within Autumn & Spring this includes; Environmental sounds, instrumental sounds, body percussion, rhythm & rhyme, alliteration and voice sounds		Oral Blending & Segmenting S,a,t,p,i,n,m,d,g,o,c,k		Oral Blending & Segmenting e,u,r,h,b,f,l,j,v,w,x,y,z,qu	
Mathematics Reception	Subitising, counting, composition of numbers to 5, comparing quantities, Spatial awareness		Numbers within and beyond 5, composition, 6 & 7 as 5 and a bit , equal/unequal groups, doubles, numerals, measure, exploring patterns		Counting larger numbers, number facts, 10-frames, doubles, comparing quantities, magnitude, shape, measure, time	
Mathematics Pre School	Colours Matching	Number 1 Number 2	Number 3 Number 4	Number 6 Height and length	Sequencing Positional language	Number composition

	sorting	pattern	Number 5	Mass capacity	2d/3d shape	What comes after/before Numbers to 5
UTW TECHNOLOGY	(Barefoot Computing) Awesome Autumn	Barefoot computing unit People who help us	Barefoot computing unit Springtime		Barefoot computing unit Boats Ahoy!	Barefoot computing unit Summer fun
UTW - RE YA	Why are we all different and special? Why do Christians say thank you to God at Harvest time? How do Christians celebrate Jesus's birthday.		Which stories did Jesus hear when he was a child? Why did Jesus tell stories? Why do Christians believe that Easter is all about love?		Where do some people go to worship God? How do some people of faith talk to God?	
Expressive Arts & Design - Art Pre school Reception	Arcimboldo  Drawing/collage faces Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and	Clay   Thumb pot. Mark making, pressing in and adding on.	Painting Kandinsky - painting -colour mixing- observing changes  Explore colour and colour mixing. Explore, use and refine a variety of	Leaves and flowers - still life drawing/collage, different media and scales. 	Printing - Mondrian  Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Explore, use and refine a variety of	Textiles - weaving Join different materials and explore different textures.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their

	paintings, like happiness, sadness, fear, etc Explore colour and colour mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Ice Diwali lamp	artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	ability to represent them.
Expressive Arts & Design - Music Pre school Reception	Nursery Rhymes Charanga - My Stories	Nativity & Christmas Songs	Charanga - Our World		Charanga - Reflect, Rewind, Replay Summer Production	