

Year A 2023-2024 EYFS Acorns	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Amazing Acorns		Tell Me A Story		Only We Can Save The World	
	Me	You	Traditional Tales	Favourite Stories	Plants and Growth	Our World
Big Questions	Who am I? Who are you? What can our bodies do? What makes us special? What should we celebrate together?		What makes a great story? Which story would you recommend? What is fact or fiction? Imagine what would happen if....?		Why is the world so important? Who is responsible for our world? How can we help to look after our world? What would it be like to live....?	
Whole School Values	Respect Belief Trust		Hope Happiness		Friendship Co-operation Unity	
Final Outcome	Children can talk about themselves positively. Children can talk about what makes them special. Children can and identify similarities and differences between themselves and others. Children can talk about communities that they are part of. Children join in with a special religious event at school and perform to their families.		Children know a range of stories and traditional tales. Children can independently re-tell a range of stories and create a class story book/ video to share with others. Children can talk about important events and explore sources of information. Children join in with whole school events and share these with their families.		Children can talk about the wider world and changes that take place. Children can talk about why it is important to look after our world and how they can help. Children join in with whole school performance and perform to their families. Children are prepared to transition to their new class/ year group.	
WOW	Autumn Village Walk People Who Help Us Visit	Winter Village Walk Nativity Performance Pantomime Trip	Class Storybook/ Video Chinese New Year	World Book Day Spring Village Walk Easter	Class Assembly Maypole Dancing	Summer Village Walk Whole School Production Whole School Trip Sports Day
Parents as Partners	Star Moments Evidence Me Phonics/ Reading Meeting	Star Moments Evidence Me Parents Evenings	Star Moments Evidence Me	Star Moments Evidence Me Parents Evenings	Star Moments Evidence Me Class Assembly	Star Moments Evidence Me Reports Parents Transition Evening
PSED	Self-Regulation Zones of Regulation- Naming emotions and exploring tools. What makes a good learner (CoEL)? Awareness of class routines- Visual timetable Waiting and Patience Managing Self: Showing an interest in new activities 'Have a Go Herb' and		Self-Regulation Zones of Regulation- Recognising emotions and using tools to regulate. Me as a Learner- Reflecting and setting goals Following class routines Making choices Managing Self:		Self-Regulation Zones of Regulation- Understanding causes of emotions and using tools to regulate. Look how far I've come- Reviewing goals Changes and flexibility Role Models Regulating behaviour	

	<p>persevering 'Don't Give Up Donald'.</p> <p>Awareness of class rules. Positive Behaviour- WRK</p> <p>Independent toileting. Putting on coats/ shoes independently. Helping self to snack Getting changed for PE. Likes and dislikes Healthy routines</p> <p>Building Relationships Separating from parents/ carers. Getting to know staff and peers.</p> <p>Co-operate Clara- turn taking and sharing. Accepting that others have different interests/ opinions.</p> <p>Class Motto Getting to know the school community.</p> <p>Jigsaw Term 1: Being Me in My World Term 2: Celebrating Difference</p>	<p>Showing self-belief, resilience, perseverance and growth mindset 'Keep Improving Ivan'.</p> <p>Following class rules. Positive Behaviour- WRK</p> <p>Managing personal needs independently Making healthy choices Classroom responsibilities</p> <p>Building Relationships Co-operate Clara- working together. Understanding the views, feelings and needs of others.</p> <p>My place in the community</p> <p>Jigsaw Term 3: Dreams and Goals Term 4: Healthy Me</p>	<p>Managing Self: Showing confidence, independence and enjoying challenge 'Enjoy Learning and be Curious Eric'.</p> <p>Role Models Knowing right from wrong and helping others Positive Behaviour- WRK</p> <p>Understanding importance of making healthy choices. School responsibilities</p> <p>Building Relationships Co-operate Clara- finding a compromise and resolving conflict Showing sensitivity to their own and others' needs.</p> <p>Transitions</p> <p>Jigsaw Term 5: Relationships Term 6: Changing Me</p>
Spirituality	<p>Understanding Christianity: Why do Christians perform Nativity plays at Christmas?</p> <p>Contemplative Toolkit: Modelling Stilling, Noticing and Dwelling Tools</p> <p>Calm Time/ Wellbeing</p>	<p>Understanding Christianity: Why do Christians put a cross in an Easter garden?</p> <p>Contemplative Toolkit: Modelling Mending and Blessing Tools</p> <p>Calm Time/ Wellbeing</p>	<p>Understanding Christianity: Why is the word 'God' so important to Christians?</p> <p>Contemplative Toolkit: Using the 5 Tools</p> <p>Calm Time/ Wellbeing</p>
Communication and Language	<p>Listening, Attention and Understanding: Respond to instructions Listening to others 1:1/ small groups and responding to what is heard. Listening to and responding to stories</p> <p>Speaking Word Wall- Introducing and exploring new vocabulary Speaking in full sentences</p> <p>Sharing ideas, interests, experiences and observations with others Talking Partners</p> <p>Talk Time Term 1: All About Me Talk Time Term 2: Festivals and Celebrations</p>	<p>Listening, Attention and Understanding: Consistently following instructions. Listening to others and commenting/ questioning. Joining in with and re-telling stories.</p> <p>Speaking Word Wall- Experimenting with new vocabulary Tenses</p> <p>Re-telling stories Imagining possibilities Connecting ideas and explaining Asking questions Contributing to class discussion</p> <p>Talk Time Term 3: Hobbies</p>	<p>Listening, Attention and Understanding: Following and giving instructions. Listening attentively in a range of contexts. Listening and reflecting on what is heard. Answering questions.</p> <p>Speaking Word Wall- Using a range of vocabulary confidently.</p> <p>Develop own narratives and explanations Making predictions Speaking confidently and showing awareness of audience</p> <p>Talk Time Term 5: Around the World</p>

			Talk Time Term 4: My Favourite Book		Talk Time Term 6: When I Grow Up	
Physical Development	Gross Motor Skills: Travelling/ moving in different ways Spatial awareness games Exploring outdoor climbing/ balancing equipment (Strength and Balance) Wheeled vehicles Yoga Squiggles and Wiggles Big Moves Large scale mark making		Gross Motor Skills: Moving safely Apparatus-High and Low Ball Skills	Gross Motor Skills: Moving Imaginatively Maypole Dancing	Gross Motor Skills: Maypole Dancing Bats and Aiming Skills	Gross Motor Skills: Sports Day Team Games and Races
	Fine Motor Skills: Squiggles and Wiggles Small Moves Dough Disco Exploring Tools Little Acorns- Making marks with different tools Big Acorns- Name writing Exploring pencil grip		Fine Motor Skills: Scissor Skills Using tools safely Little Acorns- Making and using different marks to give meaning Big Acorns- Pencil control and letter formation Developing pencil grip		Fine Motor Skills: Selecting and using tools and equipment confidently and for a purpose Little Acorns- Name writing/ making marks to form letters Big Acorns- Handwriting Tripod Grip	
Class Books	It's OK to be Different From Head To Toe The Great Big Book of Families We're Going on a Leaf Hunt The Little Red Hen Selection of Children's Favourite Topic Linked Stories	Pumpkin Soup The Gunpowder Plot The Nativity Selection of Children's Favourite Topic Linked Stories	Mixed Up Fairy tales Jack and the Beanstalk The 3 Little Pigs Suddenly Red Riding Hood Very Little Red Riding Hood Goldilocks and the 3 Bears Goldi- Rocks and the 3 Bears The 3 Billy Goats Gruff	You Choose Just Imagine Selection of Children's Favourite Stories/ Topic Linked Stories	Jaspers Beanstalk The Tiny Seed Olivers Vegetables Olivers Fruit Salad Selection of Children's Favourite Topic Linked Stories	Greta and the Giants There's an Orangutan in my Bedroom Somebody Swallowed Stanley Dinosaurs and All That Rubbish Selection of Children's Favourite Topic Linked Stories
Literacy	Comprehension: Nursery Rhymes Alphabet Books Listen, join in with and talk about stories Author/ Illustrator Book Talk	Comprehension: Sequence Stories Characters/ Setting Sequencing Stories	Comprehension: Beginning, Middle and End	Comprehension: Re-telling own story	Comprehension: Prediction	Comprehension: Imagining own stories

	<p>Word Reading:</p> <p>Phonics- RWI Fred Games Set 1</p> <p>RWI Books</p> <p>Rhythm Rhyme Alliteration Initial Sounds</p> <p>Signs and Print Names and Labels</p> <p>Little Acorns: Phonics- RWI Planned Talk/ Stories, Rhymes and Poems</p>		<p>Word Reading:</p> <p>Phonics-RWI Set 2 (Or Set 1 Recap)</p> <p>Reading WOW Words</p> <p>RWI Books</p> <p>Little Acorns: Phonics- RWI Phonic Cards</p>		<p>Word Reading:</p> <p>Phonics- Set 3 with Reading (Or Set 2 Recap)</p> <p>Reading WOW Words</p> <p>RWI Books</p> <p>Little Acorns: Phonics- RWI Set 1</p>	
	<p>Writing:</p> <p>Fred Fingers- CVC Words</p> <p>Super Sentence</p> <p>Drawings Name Writing</p>	<p>Writing: Weekend News</p>				
		<p>Labels, Lists and Cards</p>	<p>Character Descriptions</p>	<p>Alternative Story Ending</p>	<p>Facts Menu</p>	<p>Letter Writing to New Teachers</p>
	<p>Little Acorns: Big/ Small Moves</p> <p>Dough Disco</p> <p>Making Marks with different tools</p> <p>Large scale mark making</p>		<p>Little Acorns: Small Moves</p> <p>Dough Disco</p> <p>Using different marks to give meaning and drawing pictures</p>		<p>Little Acorns: Name writing</p> <p>Making marks to form letters</p>	
<p>Maths</p> <p>White Rose Maths: Number and Numerical Patterns</p> <p>Measure, Shape and Spatial Thinking: Warm Up/ Continuous Provision</p>	<p>Big Acorns White Rose Maths: <i>Getting to Know Me/ Just Like Me (4w) It's Me 1,2,3 (3w)</i></p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p> <p>MS&ST: Matching & Sorting, Patterns 2D shapes Positional Language</p>	<p>Big Acorns White Rose Maths: <i>Light & Dark (3w) Alive in 5 (3w)</i></p> <p>Representing numbers to 5 One more and one less Introducing 0 Comparing numbers to 5 Composition of 4 and 5</p> <p>MS&ST: 2D Shapes Contd. Time Capacity Weight</p>	<p>Big Acorns White Rose Maths: <i>Growing 6,7,8 (3w) Building 9 & 10 (3w)</i></p> <p>6,7,8 Making Pairs Comparing two groups 9, 10 Comparing numbers to 10 Bonds to 10</p> <p>MS&ST: Height Length Time Contd.</p>	<p>Big Acorns White Rose Maths: <i>To 20 & Beyond (3w) First, Then & Now (2w)</i></p> <p>Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away</p> <p>MS&ST: 2D/ 3D shapes</p>	<p>Big Acorns White Rose Maths: <i>First, Then & Now (1w) Find My Pattern (3w)</i></p> <p>Adding more Taking away Contd. Doubling Sharing and Grouping Even and Odd</p> <p>MS&ST: 2D/ 3D Shapes Contd. Spatial Reasoning</p>	<p>Big Acorns White Rose Maths: <i>On the Move (3w) Consolidation</i></p> <p>Patterns and Relationships Deepening Understanding</p> <p>MS&ST: Problem Solving</p>

	<p>Little Acorns Master the Curriculum:</p> <p>Counting Number songs/ rhymes</p> <p>Colour Match Sort 2D shapes</p>	<p>Little Acorns Master the Curriculum:</p> <p>Counting Number songs/ rhymes</p> <p>Patterns Number 1 Number 2 Number 3 2D shapes contd.</p>	<p>Little Acorns Master the Curriculum:</p> <p>Counting Number songs/ rhymes</p> <p>Number 4 Number 5 Number 6 Tens Frame Height Length Mass</p>	<p>Little Acorns Master the Curriculum:</p> <p>Counting Number songs/ rhymes</p> <p>More than/ fewer than 1 more/ 1 less Number composition 2D/3D shapes Positional language</p>
<p>Understanding the World</p>	<p>Past and Present: Exploring photos of themselves (<i>photos- baby-now</i>) Learning about our family-identifying and naming relations (<i>photos- family tree</i>). What was life like for relatives in the past? (<i>books/ photos</i>) Old and New- Toys/ Homes (<i>books/ photos/objects</i>)</p> <p>People, Culture and Communities: Similarities and differences between family/ homes/ of ourselves and others' Where we live- Our homes, where we live and Buckland (<i>maps, photos and walks</i>). People who help us in our community (<i>books/ visits/ photos</i>)</p> <p>Celebrations: Special People</p> <p>Birthdays/ Diwali (Hindu)/ Halloween/ Bonfire Night/ Remembrance Day/ Hanukah/ Christmas</p> <p>The Natural World: Weather and Seasons- Autumn, Harvest, Winter, Hibernation/ Homes (Bug hotel)</p> <p>Freezing and Melting</p> <p>Observing and talking about what we notice. Being curious.</p> <p><i>IT-Online Safety/ I pads</i></p>	<p>Past and Present: Exploring stories and books linked to real events e.g. Space stories/ Moon landing. Dinosaur stories / Dinosaur Digs. (<i>books/ videos/ photos/ maps</i>)</p> <p>Old and New- Technology/ Inventions (<i>books/ photos/ videos</i>)</p> <p>People, Culture and Communities: Traditional/ favourite stories from other countries and cultures (<i>books/ maps</i>)</p> <p>Celebrations: Special Times</p> <p>Chinese New Year/ Lent/ Pancake Day/ Easter</p> <p>The Natural World Weather and Seasons- Spring</p> <p>Exploring Materials</p> <p>Recording observations, making comparisons and finding out more.</p> <p><i>IT-Uses of technology</i></p>	<p>Past and Present: Exploring how we have changed and grown from September to now. Exploring how areas have changed over time (<i>maps/ photos</i>)</p> <p>Old and New- Travel and transport. (<i>books/ maps/ photos</i>)</p> <p>People, Culture and Communities: People and places around the world (<i>maps/ photos</i>) Similarities and differences between ourselves and others' lives around the world. (<i>maps/ photos/ books/ videos</i>)</p> <p>Celebrations: Special Places</p> <p>The Natural World Weather and Seasons- Summer</p> <p>Planting and gardening Caring for living things and the environment (David Attenborough/ Greta Thunberg)</p> <p>Floating/ Sinking/ Gravity Explaining answers and predicting.</p> <p><i>IT- Using technology for a purpose and independently.</i></p>	
<p>Expressive Arts and Design</p>	<p>Creating with Materials:</p> <p>Drawing and Painting Focus: Colour, mixing, shades and tints</p> <p>Exploring media/ materials</p>	<p>Creating with Materials:</p> <p>Sculpture and 3D Work Focus: Natural sculptures</p>	<p>Creating with Materials:</p> <p>Collage and Printing Focus: Using fruit, veg, natural materials of different shapes/ sizes</p>	

	<p>Self-portraits and models</p> <p>Festivals and celebration arts and crafts</p> <p>Art Attack: Drawing, Painting and Colour Artists</p> <p>Being Imaginative and Expressive:</p> <p>Nursery Rhymes and Songs</p> <p>Charanga: Autumn Unit 1 Me! Autumn Unit 2 My Stories</p> <p>Music Moment Focus: Responding to music</p> <p>Nativity Production</p> <p>Role Play: Familiar Settings and People Who Help Us Focus</p>	<p>Large and small scale construction</p> <p>Designing and Making</p> <p>Different stories arts and crafts Festivals and celebrations arts and craft</p> <p>Art Attack: Sculpture and 3D Work Artists</p> <p>Being Imaginative and Expressive:</p> <p>Charanga: Spring Unit 1 Everyone! Spring Unit 2 Our World</p> <p>Music Moment Focus: Moving imaginatively and in time to music</p> <p>Narratives and Storylines</p> <p>Role Play: Storytelling Focus</p>	<p>Using media and materials for a purpose</p> <p>Reviewing and Evaluating Designs</p> <p>Enterprise</p> <p>Art Attack: Collage and Printing Artists</p> <p>Being Imaginative and Expressive:</p> <p>Charanga: Summer Unit 1 Big Bear Funk Summer Unit 2 Reflect, Rewind and Replay</p> <p>Music Moment Focus: Reviewing and evaluation music; sharing thoughts and opinions</p> <p>Whole School Production</p> <p>Role Play: Our World/ Nature Focus School Focus (Transition to Beech)</p>
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*We recognise that all children are unique and special.

*Children develop at varying rates and in individual ways; socially, emotionally, spiritually, physically, cognitively and linguistically.

*Children will progress and achieve at different times and we will celebrate all efforts, successes and achievements.

*We will encourage children's independence and decision making, supporting them to learn through their marvellous mistakes.

*Learning will be revisited regularly. Children need time to practice and consolidate. Repetition is a good thing.

*We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.

*Planning is flexible to meet the interests and needs of the children.