


Academic Year: 2020-2021

YEAR A

Key stage: EYFS

Teachers: Mrs Prince, Mrs Aspinall & Miss Myerscough

|                                      | Aut.1   | Aut.2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--------------------------------------|---|---|---|---|--|---|
| TOPIC                                | PEOPLE WHO HELP US<br>Settling in/Making friends  | TOYS<br>Autumn  | BIRDS<br>Winter   | MONSTERS<br>Spring  | LIVING AND GROWING<br>Farm Trip  | PIRATES<br>Summer   |
| Big Topic Question                   | Do heroes always wear capes?  | Who lights up your world?   | Where do birds go in the Winter?  | Is there such thing as a monster?   | How do things grow?  | Would you be friends with a pirate?   |
| Key Texts                            |   |   |    |   |    |   |
| Communication, Language and Literacy | <p>What is an emergency?</p> <p>Nursery rhymes</p> <p>Stories about people who help us/non-fiction texts</p> <p>The Jolly Postman</p> <p>The Train Ride</p> <p>Emergency!</p> <p>Emergent writing, mark making, shadow writing, simple retell and</p> | <p>What presents would you give to Jesus?</p> <p>Nativity story</p> <p>Writing list to Father Christmas</p> <p>Designing a toy</p> <p>Labelling a toy</p> <p>Toys in the past</p> <p>Phase 2 - e, u, r, h, b, f, ff, l, ll, ss</p> <p>Phase 1 - Instrumental Sounds</p> | <p>What makes each bird special?</p> <p>Non-fiction writing</p> <p>Percy the Park Keeper</p> <p>Owl Babies</p> <p>Two Little Dickie</p> <p>Birds/ Puffin Peter</p> <p>Phase 3 - j, v, w, x, y, z, zz, qu.</p> <p>Consonant digraphs: ch, sh, th, ng</p> | <p>If you love something, should you let it go?</p> <p>Stories about monsters -</p> <p>Monstersaurus</p> <p>Bog Baby</p> <p>The Ravenous Beast</p> <p>The Gruffalo</p> <p>The Gruffalo's Child</p> <p>Phase 3 -Vowel digraphs: ai, ee, igh,</p> | <p>Story retells and non-fiction writing about animals/farms</p> <p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>Jasper's Beanstalk</p> <p>Titch</p> <p>Phase 4 - bl, cl, fl, fr, cr, sl, etc</p> <p>Phase 1 - Alliteration</p> | <p>Non-fiction - pirates</p> <p>Captain Pike and the Baby</p> <p>The Littlest Pirate</p> <p>Winnie's Pirate Adventure</p> <p>Pirates Love Underpants</p> <p>Writing lists, how to be a pirate, invitations to pirate party</p> <p>What parties have</p> |

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|   | <p>letter writing<br/>Phase 2 sounds, s,<br/>a, t, p, i, n, m, d,<br/>g, o, c, k, ck<br/>Phase 1 -<br/>Environmental<br/>Sounds</p>   |  | <p>Phase 1 - Body<br/>Percussion</p>   | <p>oa, oo, ar, or, ur,<br/>ow, oi, ear, air, ure,<br/>er.<br/>Phase 1 - Rhythm<br/>and Rhyme</p>  | <p>and Voice Sounds</p>  | <p><i>been invited to?</i><br/>Phase 1 - Oral<br/>Blending and<br/>Segmenting</p>   |
| <p><b>Writing<br/>Progression</b></p>  | <p>ELG - Use their phonic<br/>knowledge<br/>to write simple regular<br/>words<br/>and make phonetically<br/>plausible attempts at<br/>more<br/>complex words.</p> <p>Spell CVC words<br/>e.g. shop, leg, rich.<br/>Spell some HFW<br/>Write own name,<br/>using a capital<br/>letter.</p> | <p>ELG - Write their own<br/>names and<br/>other things such as<br/>labels<br/>and captions and begin<br/>to<br/>form simple sentences,<br/>sometimes using<br/>punctuation</p> <p>Dictate a simple<br/>sentence. Begin to<br/>write simple sentences.</p> | <p>ELG - Write their own<br/>names and other things<br/>such as labels and<br/>captions and begin to<br/>form simple sentences,<br/>sometimes using<br/>punctuation</p> <p>Begin to use capital<br/>letters and full stops<br/>to punctuate a<br/>sentence. □ Attempt to<br/>spell unfamiliar<br/>words using a<br/>phonemic strategy<br/>(including analogy</p> | <p>ELG - Use a pencil and<br/>hold it effectively to<br/>form recognisable<br/>letters, most of which<br/>are correctly formed.</p> <p>Write letters using<br/>the correct sequence<br/>of movements. Begin<br/>to use some story<br/>language, such as<br/>'Once upon a<br/>time...'. □ Write simple<br/>labels, captions and<br/>sentences.</p> | <p>ELG - Write their own<br/>names and other things<br/>such as labels<br/>and captions and begin<br/>to<br/>form simple sentences,<br/>sometimes using<br/>punctuation.</p> <p>Dictate and invent<br/>own compositions.<br/>Think about what to<br/>write ahead of<br/>writing.</p> | <p>ELG - Attempt writing<br/>for different purposes,<br/>using features of<br/>different forms such<br/>as lists, stories and<br/>instructions.</p> <p>Retell a narrative or<br/>a recount. Begin to<br/>write simple<br/>narratives and<br/>recounts. Invest<br/>writing with<br/>meaning.</p> |
| <p><b>Mathematics</b></p>   | <p>Counting, sorting,<br/>numbers to 10 -<br/>number rhymes.<br/>Orally beyond 10.<br/>2D shapes</p>  | <p>3D shapes<br/>Numbers to 20 -<br/>ordering, writing etc<br/>Tall/short,<br/>wide/narrow,<br/>long/short etc</p>   | <p>Positional language<br/>Addition/ Balance - =<br/>symbols<br/>Counting to 100<br/>Weight</p>  | <p>Subtraction/ addition<br/>balance<br/>Number line work<br/>Patterns<br/>More/fewer</p>   | <p>Money<br/><i>Where does money<br/>come from?</i><br/>Counting in 1's, 2's,<br/>5's and 10's<br/>Addition and<br/>Subtraction<br/>Time</p>   | <p>Capacity<br/>Doubling and<br/>halving<br/>Grouping and<br/>sharing<br/>Distance</p>  |
| <p><b>Religion</b></p>  | <p>Mark 10:14 "Let the<br/>little children come<br/>to me"</p> <p>Myself - my name,<br/>God knows and<br/>loves me and each<br/>one by name (4<br/>weeks) <i>What makes</i></p>   | <p>Mark 1:15 "The time<br/>has come. The<br/>kingdom of God is<br/>near. Repent and<br/>believe the good<br/>news."</p> <p>Advent - Christmas,<br/>loving; birthday,<br/>looking forward to</p>  | <p>Luke 6:31 "Treat<br/>others the same way<br/>you want them to<br/>treat you"</p> <p>Local Church<br/>Community - what a<br/>celebration is and<br/>how the parish family</p>  | <p>Matthew 11:28 "Come<br/>to me all you who<br/>are weary and<br/>burdened and I will<br/>give you rest."</p> <p>Lent/Easter/Giving -<br/>Spring is a time<br/>when things begin to<br/>grow, Lent - a time</p>  | <p>John 14:26 "The<br/>Spirit will teach you<br/>everything and will<br/>remind you of what<br/>I said while I was<br/>with you."</p> <p>Pentecost - Serving -<br/>that everyone has<br/>good news to share,</p>   | <p>John 8:12 "I am<br/>the light of the<br/>world. Whoever<br/>follows me will<br/>never walk in<br/>darkness, but will<br/>have the light of<br/>life."</p> <p>Reconciliation - we</p>   |

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|                            | <p>me special?</p> <p>Welcome - what it is to welcome and be welcomes, Baptism, welcomed into God's family (4 weeks)</p>  | <p>Jesus' birthday, what is a birthday?</p> <p>Looking forward to Christmas the birthday of Jesus</p> <p>Would you want presents or your family?</p>   | <p>celebrate (4 weeks)</p> <p>Who is in our family?<br/>What makes a family?</p> <p>Eucharist - Relating - how and why people gather together, the joy of gathering together to celebrate at Mass</p> <p>Local church</p>  | <p>to grow in love and be more like Jesus and to look forward to Easter Seeds and Gardeners/ Growing in love during Lent/ Stations of the Cross/Donkey visit</p> <p>What would the donkey say to Jesus?</p> | <p>Pentecost: the celebration of the good news of Jesus - Pentecost Party</p> <p>What is the Good News?</p> <p>Universal Church - what we love and wonder about our world and God gave us this wonderful world</p> | <p>can make friends, Jesus had good friends and what Jesus tells us about friendship</p> <p>Making new friends/transition</p> <p>How can you let your little light shine?</p>  |
| Understanding the World    | <p>Who works in school? Community? Elsewhere?</p> <p>Fire fighters, police officers, road safety officer, teachers, caretakers, doctors, nurses, dentist, cook etc</p> <p>Making friends - getting on and falling out, sharing our toys, making new friends, transition and settling in</p> | <p>Christmas<br/>Advent<br/>What are toys made of? Looking a materials<br/>Toys past and present<br/>How do things move?<br/>Push and pull<br/>What is Diwali?<br/>Why is Christmas special?<br/>Are leaves green in Autumn?</p> | <p>Birds<br/>Making bird feed, spotting different types of birds<br/>Where do they live?<br/>Walking in the woods, looking for birds<br/>Making birds' nests<br/>Looking after animals<br/>Decorating eggs<br/>Life cycle of a bird<br/>Trying eggs - scrambled eggs, boiled, fried<br/>Bird watch - RSPB<br/>Where do birds go in Winter time?<br/>Can all birds fly?</p> | <p>Monsters<br/>Designing their own monsters<br/>Junk modelling<br/>Role play - monsters café,<br/>Gruffalo's den<br/>Are all monsters scary?<br/>Would you be friends with the Gruffalo?</p>               | <p>Caring for animals on the school farm, planting and growing plants/veg/flowers</p> <p>What happened to Jack's beans? Are all mini-beasts scary?</p>   | <p>Pirates, past and present<br/>How to be a pirate, what do you need?<br/>Floating and sinking, looking at boats - how can it float<br/>Building a pirate ship<br/>Bubbles, exploring how to make bubbles<br/>Making treasure maps, telescopes, parrots etc</p> |
| Expressive Arts and Design | <p>Role play - emergency services - ambulance, air and sea rescue<br/>Fire station<br/>Small world - fire</p>   | <p>Creating lanterns, Christmas crafts, baubles, reindeers, decorations, advent wreaths<br/>Role play - Autumn,</p>  | <p>Bird masks<br/>Make nests<br/>Observational drawings and painting<br/>Role play - bird</p>  | <p>Making shape monsters<br/>Monster sandwiches<br/>Messy monster play - what does it feel like?</p>  | <p>Role play - The farm, mini beasts, Percy Park Keepers Hut</p>   | <p>Role play - pirate ship, under the sea animals, pirate small world<br/>Pirate games and music</p>   |

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|   | engine, town play people etc  | Father Christmas workshop, white colour tray   | hide, Percy the Park Keeper<br>Woodland animals, small world birds<br>Bird poems  |   |   |  |
| <b>Physical Development</b>                       | Fine motor skills, developing pincer grips<br>HSC - keeping healthy and safe  | Music and songs - nativity, music from different festivals<br>Holding a pencil - pincer grip   | Different movements - hopping, jumping, gliding, flying<br>Forming recognisable letters   | Fine motor skills - dough monsters<br>Monster dancing<br>Healthy eating - growing our own veg   | Pretending to be different animals, moving in different ways, sing and pretend 'Lots of jobs to do the farm' (espresso)   | Sing and Pretend - under the sea (espresso)<br>Forming letters correctly   |
| <b>Personal, Social and Emotional Development</b> | Talking about their families - what do they do? Different occupations, caring for others, eg nurses, doctors<br>Making new friends, transition  | Past and present - noting similarities and differences<br>Sharing special times  | Looking after creatures/animals.<br>Showing kindness towards others   | Being happy<br>Making the right choices   | Talking about other cultures and traditions/<br>understanding that everyone has different beliefs   | Keeping safe in water - being healthy<br>Finding different places on the globe and discussing different places   |
| <b>Caritas in Action</b>                          | <b>Dignity of the Human Person</b> -<br>-God made me and loves me very much<br>-God made me and all my friends very beautiful<br>-We share our love for each other<br>-We thank God for loving us and our love for each other | <b>Solidarity and the Common Good</b><br>-We are friends<br>-We play together in love and peace<br>-We help each other<br>-We thank God for each other | <b>Family and Community</b><br>-My family at home<br>-My school family<br>-We are all different and we love and care for each other<br>-We love and look after each other because we are all brothers and sisters in God's family | <b>The Dignity of Work</b><br>-We are helping to do God's work<br>-We use our gifts for each other<br>-Everybody's gifts are needed to build God's world<br>-When we build together we can do much more | <b>Option for the Poor and Vulnerable</b><br>-God's gifts are for everyone (food, clothing etc)<br>-Learning to share our toys and foods with friends so that everyone has enough<br>-Helping everyone to be happy by playing, sharing and learning together<br>-Using our gifts to help others<br><b>Care for God's Creation</b> | <b>Rights and Responsibilities</b><br>-God wants everyone to be happy<br>-God gives us all we need to be happy<br>-Making the right choices<br>-We share all God's gifts |

