

## EYFS Curriculum Map 2026-2027

Planning in the Moment at Sutton on the Forest Primary School

Young children have a natural desire to learn, explore and question. At Sutton on the Forest Primary School we offer an environment that enables children to play and learn through their passions, curiosity and interests. Our skillful team carefully observe the children then seize the moment when a child shows interest. We have a carefully planned learning environment that supports children abilities to make choices about what they want to learn and where they want to learn. This ensures that are children are motivated through the school day to be purposeful in their play and learning. Our staff team use open-ended questions to develop children's communication and critical thinking skills.

In the EYFS, planning will be adjusted according to the interests and needs of the children.







Throughout all learning, we will ensure activities and interactions support the

### Characteristics of Learning:

**Playing and exploring** – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'

**Active learning** – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

**Creating and thinking critically** – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes</b>	<b>Marvellous Me!</b> 	<b>Sparkle and shine!</b> 	<b>Once upon a time!</b> 	<b>Sowing a seed</b> 	<b>Superheroes!</b> 	<b>Go Getters!</b> 
<b>The Big Question</b>	<b>How am I special?</b>	<b>How do people celebrate special times?</b>	<b>What makes a good story?</b>	<b>How can I care for nature?</b>	<b>Who is a real-life superhero?</b>	<b>What can we see and hear at the seaside?</b>
<b>Interests/Lines of Enquiry</b> These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? ☑ Exploring the settings for different stories, ☑ Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils Seasides in the past Compare: Now and then! Seaside art
<b>Cultural capital and enrichment</b>	School tour Harvest festival Buddies	Christmas Tree Farm Trip Nativity Pantomime	Fairytale day Chinese new year Valentines day	Wormery or ant farm Pancake day World book day Mother's day	Trip to the farm Posting letters Visits from real life superheroes Superhero day Father's Day	Sports day School Trip Village Walk
<b>Roleplay areas</b>	Home corner Building site outside	Home corner- Christmas theme	Cosy cottage Three little pigs houses outside	Vets	Doctors School	Pirate ship

<p><b>Personal, Social and Emotional Development</b></p> <p>Self-regulation</p> <p>Managing Self</p> <p>Building Relationship</p> <p>The PSHE scheme we follow in school is Jigsaw</p>	<p><b>We will be learning to...</b></p> <p>Recognise that we are an important person in our class.</p> <p>Be a good friend to others and know what that means and involves.</p> <p>Manage own needs e.g. fastening coat, putting on shoes.</p> <p>Develop confidence to try new activities and show independence.</p> <p>Identify and name emotions. Link book character's emotion to own experiences</p> <p>Begin to set own goals and show resilience and in the face of challenge.</p> <p>Become independent when managing our own personal hygiene including going to the toilet and washing our hands.</p>	<p><b>We will be learning to...</b></p> <p>Recognise that we are an important person in our class and school.</p> <p>Be a good friend to others and know what that means and involves.</p> <p>Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves</p> <p>Think about the perspectives of others. Eg how do you think X feels when this happens?</p> <p>Manage our own personal hygiene including going to the toilet and washing our hands.</p>	<p><b>We will be learning to...</b></p> <p>Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.</p> <p>Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.</p> <p>Form positive relationships with adults and friendships with peers.</p> <p>Manage own self-care needs.</p>	<p><b>We will be learning to...</b></p> <p>Consider and talk about how others may be feeling or what they might be thinking during different activities.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)</p> <p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Identify and moderate own feelings socially and emotionally</p> <p>Continue to see self as a valuable individual.</p>	<p><b>We will be learning to...</b></p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p><b>We will be learning to...</b></p> <p>Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p><b>PSHE: Jigsaw</b></p>	<p><b>Being Me in My World</b></p> <p>Children will know: they have a right to learn and play, safely and happily; that some people are different from themselves; that hands can be used kindly and unkindly.</p> <p>Children will identify: feelings associated with belonging; skills to play co-operatively with others; be able to consider others' feelings.</p>	<p><b>Celebrating Difference</b></p> <p>Children will know: what being unique means; the names of some emotions such as happy, sad, frightened, angry; why having friends is important.</p> <p>Children will: recognise emotions when they or someone else is upset, frightened or angry; identify and use skills to make a friend; identify some ways they can be different and the same as others.</p>	<p><b>Dreams and Goals</b></p> <p>Children will: know what a challenge is; know that it is important to keep trying; know what a goal is.</p> <p>Children will: understand that challenges can be difficult; recognise some of the feelings linked to perseverance and resilience; recognise how kind words can encourage people.</p>	<p><b>Healthy Me</b></p> <p>Children will: know what the word 'healthy' means; know some things that they need to do to keep healthy; know the names for some parts of their body; know when and how to wash their hands properly; know how to say no to strangers.</p> <p>Children can: explain what they need to do to stay healthy; recognise how exercise makes them feel; give examples of healthy food; can explain what to do if a stranger approaches them.</p>	<p><b>Relationships</b></p> <p>Children will: know what a family is; know some of the characteristics of healthy and safe friendships; know that friends sometimes fall out; know some ways to mend a friendship; know that unkind words can never be taken back and they can hurt.</p> <p>Children can: identify what jobs they do in their family and those carried out by parents/carers and siblings; suggest ways to make a friend or help someone who is lonely; can recognise what being angry feels like</p>	<p><b>Changing Me</b></p> <p>Children will know: the names and functions of some parts of the body; that we grow from baby to adult; know who to talk to if they are feeling worried.</p> <p>Children will: recognise that changing class can elicit happy and/or sad emotions; say how they feel about changing class/ growing up; identify how they have changed from a baby.</p>

<p><b>Early Learning Goal:</b></p> <p>Our children develop their personal, social and emotional skills throughout the year through wellbeing sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.</p>	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
--	---

<p><b>Physical Development</b></p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Throughout school we follow PE Planning</p>	<p><b>We will be learning to...</b></p>	<p><b>We will be learning to...</b></p>	<p><b>We will be learning to...</b></p>	<p><b>We will be learning to...</b></p>	<p><b>We will be learning to...</b></p>	<p><b>We will be learning to...</b></p>
	<p>Stand still, wait and walk in a line during different activities throughout the school day.</p> <p>Sit at a table or on the floor to complete an activity.</p> <p>Consolidate tripod grip.</p> <p>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)</p> <p><b>PE Focus: Me and Myself</b></p>	<p>Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions.</p> <p>Developing ability to control a ball without using hands.</p> <p>Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.</p> <p><b>PE Focus: Movement and Development</b></p>	<p>Continue to refine the fundamental movement skills they have already acquired</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)</p> <p><b>PE Focus: Throwing and Catching</b></p>	<p>Independently control a ball with confidence and accuracy when throwing, catching, kicking and aiming with it.</p> <p>Link sequences of movement with confidence, control and fluency.</p> <p><b>PE Focus: Ball Skills</b></p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.</p> <p><b>PE Focus: Fun and Games</b></p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.</p> <p><b>PE Focus: Working with Others</b></p>
	<p><b>Throughout the year we will...</b></p> <p>Take part in fine motor activities such as Dough Disco so that we can use a range of tools with care, control and confidence.</p> <p>Develop our tripod grip when using a pencil or pen.</p> <p>Hold and use scissors with increasing confidence and control.</p>					

<p><b>Early Learning Goal:</b></p> <p>Children improve their gross and fine motor skills daily by engaging in fine motor activities activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco.</p>	<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
--	--

<p><b>Communication and Language</b></p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>We will be learning to...</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check we understand what has been said to us.</p> <p>Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names)</p> <p>Say “Good morning”, and other social phrases, to friends and adults.</p> <p>Take part in whole class and small group story times.</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them. Model &amp; encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?</p>	<p>We will be learning to...</p> <p>Connect one idea to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Begin to articulate their ideas and thoughts in well-formed sentences. This can be done by expressing and sharing ideas to friends.</p> <p>Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?)</p> <p>Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused &amp; linked texts</p>	<p>We will be learning to...</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about animals, learning and using new vocabulary from them.</p> <p>Begin to understand humour e.g. nonsense rhymes / jokes</p> <p>Describe events in some detail. (linked to books eg life cycle)</p> <p>Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen.</p> <p>Develop and use social phrases with confidence (e.g let's play this together.)</p>	<p>We will be learning to...</p> <p>Use new vocabulary in different activities and areas of learning.</p> <p>Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentence.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about transport, learning and using new vocabulary from them.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Understand humour more readily e.g. nonsense rhymes/jokes</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p>
<p><b>Early Learning Goal:</b></p> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and Tapestry.</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

<p><b>Literacy</b></p>	<p><b>Talk 4 Writing</b> We're going on a bear hunt</p> <p><u>Additional Texts for Autumn</u> <u>Term:</u> What Makes Me Me The Gruffalo Small Saul Lost and Found Leaf In Every House on Every Street Old Mikamba Had a Farm Leaf Man</p>	<p><b>Talk 4 Writing</b> The Gingerbread Man</p> <p><u>Additional Texts for Autumn</u> <u>Term:</u> What Makes Me Me The Gruffalo Small Saul Lost and Found Leaf In Every House on Every Street Old Mikamba Had a Farm Leaf Man</p>	<p><b>Talk 4 Writing</b> The Three Little Pigs Goldilocks and The Three Bears</p> <p><u>Additional Texts for Spring</u> <u>Term:</u> The Tiger Who Came to Tea We're Going on a Lion Hunt Shhh! Rapunzel Oliver's Vegetables Jack and the Beanstalk Mary Had A Little Glam Daisy Eat Your Peas</p>	<p><b>Talk 4 Writing</b> Jack and The Beanstalk Oliver's Vegetables</p> <p><u>Additional Texts for Spring</u> <u>Term:</u> The Tiger Who Came to Tea We're Going on a Lion Hunt Shhh! Rapunzel Oliver's Vegetables Jack and the Beanstalk Mary Had A Little Glam Daisy Eat Your Peas</p>	<p><b>Talk 4 Writing</b> Supertato Superworm Super Daisy</p> <p><u>Additional Texts for Summer</u> <u>Term:</u> The Proudest Blue Hair Love The Pirate Tree No-Bot Izzy Gizmo Peepo! The Boy Who Everyone Loved Hello, Sailor</p>	<p><b>Talk 4 Writing</b> Tiddler A House for Hermit Crab</p> <p><u>Additional Texts for Summer</u> <u>Term:</u> The Proudest Blue Hair Love The Pirate Tree No-Bot Izzy Gizmo Peepo! The Boy Who Everyone Loved Hello, Sailor</p>
<p><b>Diversity Texts</b> To be read throughout the year during story time session</p>	<p><b>BAME</b></p> <p>So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps</p>	<p><b>Cultural Diversity</b></p> <p>The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith</p>	<p><b>Neurodiversity</b></p> <p>Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?</p>	<p><b>Physical Disabilities</b></p> <p>Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears</p>	<p><b>Different families</b></p> <p>Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies</p>	
<p>Comprehension Word Reading Writing</p>	<p><b>We will be learning to...</b></p> <p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read words.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>We will be learning to...</b></p> <p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><b>Writing</b> Children will form letters correctly</p>	<p><b>We will be learning to...</b></p> <p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters</p>	<p><b>We will be learning to...</b></p> <p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will read words containing tricky words and digraphs</p> <p><b>Writing</b> Children will write labels/phrases representing the sounds with a letter/letters</p>	<p><b>We will be learning to...</b></p> <p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b> Children will write words which are spelt phonetically</p>	<p><b>We will be learning to...</b></p> <p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p>

	<b>Throughout the year we will...</b> Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
<b>Phonics</b>	Children are taught their Phase 2 Set 1 sounds: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l  To be exposed to tricky words: is I the  Children are taught to blend single letter sounds orally.	Continue to grow the code of Phase 2 sounds: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh th, ng, nk  Words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)  Children are taught to blend sounds into words orally.  Children will learn tricky words: put pull full as and has his her go no to into she push he of we me be	Recap on all Phase 2 sounds.  Children are taught their Phase 3 sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.  Words with double letters and longer words  Secure blending of Phase 2 sounds moving from blending orally to speed reading blending in their heads.  Begin to blend Phase 3 sounds orally.  Children will learn tricky words: was you they my by all are sure pure	Recap Phase 3 sounds.  Children build speed reading blending in their heads  Children will be taught to read: words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words  words with s /z/ in the middle  words with –s /s/ /z/ at the end  words with –es /z/ at the end  Recap all learnt tricky words	Short vowels with adjacent consonants: CVCC CCVC CCVCC CCCVC CCCVCC  longer words and compound words  words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, – est  Children will learn tricky words: said so have lie some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants:  CVCC CCVC CCCVC CCV CCVCC  words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, – est  longer words  Recap all learnt tricky words.
<b>Early Learning Goal:</b>	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
<b>Mathematics</b>	<b>Number</b>	<b>Number patterns and Shape, Space and Measure</b>	<b>Number</b>	<b>Number</b>	<b>Shape, Space and Measure</b>	<b>Number patterns and Shape, Space and Measure</b>
	<b>We will be learning to...</b>  Fast recognition of up to 3 objects, without having to count them individually ('subitising').  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.	<b>We will be learning to...</b>  Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  Show 'finger numbers' up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Experiment with their own symbols and marks as well as	<b>We will be learning to...</b>  Continue, copy and create repeating patterns.	<b>We will be learning to...</b>  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–10.	<b>We will be learning to...</b>  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	<b>We will be learning to...</b>  Count beyond ten.  Compare numbers.  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

		numerals. Solve real world mathematical			Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
<b>Early Learning Goal:</b>	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<b>Understanding the World</b>	<p><b>Our History questions</b> How have I changed? Who is in my family?</p> <p><b>Our Geography question</b> Where in the world do I live?</p> <p><b>Our Science question</b> What are my senses?</p>	<p><b>Our History questions</b> How have birthdays changed? What was Christmas like a long time ago?</p> <p><b>Our Geography question</b> How do other people celebrate?</p> <p><b>Our Science questions</b> How does it work? What is it changing?</p>	<p><b>Our History question</b> How has my school changed?</p> <p><b>Our Geography question</b> What is it like at school?</p> <p><b>Our Science question</b> What is the weather like today?</p>	<p><b>Our Geography question</b> Where do animals live?</p> <p><b>Our Science question</b> How do animals grow and change?</p>	<p><b>Our History question</b> Were there doctors and nurses a long time ago?</p> <p><b>Our Geography question</b> What jobs do people have in my community?</p> <p><b>Our Science question</b> Who helps me to keep my body healthy?</p>	<p><b>Our History question</b> How have vehicles changed?</p> <p><b>Our Geography question</b> Where did you go on holiday?</p> <p><b>Our Science question</b> How do toy vehicles work? What is happening to my ice lolly?</p>
Past and Present People, Culture and Communities Natural World	<p><b>Throughout the year we will...</b></p> <p>Explore the natural world around us and talk about what we see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around us.</p>					
<b>Early Learning Goal:</b>	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

<b>Expressive Art and Design</b>  Creating with Materials  Being Imaginative and Expressive	<b>Art question</b> Can I identify and incorporate a variety of colours in my artwork?  <b>DT question</b> Can I create a memory box?	<b>Art question</b> How will I print my own celebration wrapping paper?  <b>DT question</b> What do I need to create a Christmas decoration?	<b>Art question</b> How can I use what I find in the garden to create a picture?  <b>DT question</b> How will I build a den?	<b>Art question</b> Which artists have painted pictures of animals?  <b>DT question</b> How will I create a 'hatching' animal?	<b>Art question</b> How will I create a superhero cityscape?  <b>DT question</b> How will I create a model of an emergency vehicle?	<b>Art question</b> Which artists have painted pictures of the seaside?  <b>DT question</b> How will I make a fruit smoothie ice lolly?
<b>Early Learning Goal:</b>	Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.  Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
<b>Music</b>	I've got a grumpy face The sorcerer's apprentice	Row, row, row your boat Witch, witch	Bird spotting: Cuckoo polka Shake my sillies out	Up and down Five fine bumble bees	It's oh so quiet Down there under the sea	Bow, bow, bow Belinda Slap clap clap
<b>Religious Education</b>	Unit 1 UC Why is the word God so important to Christians (Creation)	Unit 2 UC Why do Christians perform nativity plays at Christmas (Incarnation)	Unit 3 Being special - Where do we belong?	Unit 4 UC Why do Christians put a cross in an Easter garden? (Salvation)	Unit 5 Which places are special and why?	Unit 6 Which stories are special and why?
<b>British Values</b>  Where this might be seen in EYFS:	<u>Mutual respect</u>  Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	<u>Mutual Tolerance</u>  In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	<u>Rule of law</u>  In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	<u>Individual liberty</u>  In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;	<u>Democracy</u>  In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	<u>British Values</u>  In addition to previous: Our World- RE topic;