

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Topic	People Who Help Us						Plants					
Topic Focus							Vegetables, Parts of a plant, What plants need to grow, Growing our own plants, Easter, Passover					
Hooks Visits	Stereotype Smash day: e.g Mum's/Grandma's building dens & Dad's/Grandads to share cooking						Picnic to discuss different types of food and to elicit children's understanding of where food comes from.					
Role Play Area	Inside – Police station/ Hair dressers/ Doctors/ Shoe shop/Optician etc Outside – Fire station						Inside – airport, bus, aeroplane Outside – garage					
Literacy	Elmer	Supertato	Charlie the firefighter	Super Daisy	Supermum		Oliver's Vegetables	The Enormous Turnip	How a seed grows	Roaring Rockets	The Sleepy Bumble Bee	
Core Books												
Spine Books	Aliens love underpants, Out and About, The three Little Pigs, The Three Little Pigs						Jack and the Beanstalk, The Ugly Duckling, Teeny Weeny tadpole					
Reading & Comprehension	Daily guided reading and writing Daily Phonics – Read Write Inc. Homework – Children take home 1 sharing book and appropriate RWI books/work Spine books displayed in the class library						RWI Inc Assessment 3, reassessment for attainment groups Daily guided reading and writing Daily Phonics – Read Write Inc. Homework – Children take home 1 sharing book and appropriate RWI books Spine books displayed in the class library					
Word Reading (Phonics)												
Nursery Rhymes www.wordsforlife.org	I am a Firefighter	To Celebrate the New Year (Chinese New Year song)	Little Engine	A sailor went to sea	Five little ducks	The Queen of hearts	Buzzy Bee's Counting Song	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	Round and round the garden	Mary, Mary quite contrary
Personal, Social and Emotional	Physical health and wellbeing and the feelings of others. Listening to others and asking appropriate questions Continue to reinforce rules and routines in the classroom and in the school. Structured time tables with flexibility for children to make independent choices. Self-regulation, self-help skills – using strategies to moderate their own and others feelings.						Wellbeing – Healthy Lifestyles Continue to reinforce rules and routines in the classroom and in the school. Begin to develop sense of responsibility and membership for their class and wider school community. Self-regulation, self-help skills – using strategies to moderate their own and others feelings. Timetabled routines to promote overall health & wellbeing.					
Writing	Fine motor skills and holding a pencil using tripod grip. Children independently write their full name. Use grapheme phoneme knowledge and word recognition skills to write cvc words related to the book of the week and during child-initiated play. Weekly guided writing sessions. Weekly celebration of children's written work.						Fine motor skills and holding a pencil using tripod grip. Children independently write their full name. Use grapheme phoneme knowledge and word recognition skills to write words and simple sentences related to the book of the week and during child-initiated play. Weekly guided writing sessions. Weekly celebration of children's written work.					
Communication and Language	Dev. Matters CL&U observation checkpoints	Teacher continue to promote and model active listening. Continue to develop social phrases – New vocabulary introduced via objects, pictures and photographs. New vocabulary used repeatedly throughout the day. Vocabulary display updated and used weekly.					Teacher continue to promote and model active listening. Develop social phrases – Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs. New vocabulary used repeatedly throughout the day. Vocabulary display used vocabulary.					

	<p>Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).</p>			<p>Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).</p>			
Mathematics Power Maths	Unit 7 Numbers to 10	Unit 8 Comparing Groups within 10	Unit 9 Addition to 10	Unit 10 Measure (length, height and weight)	Unit 11 Number Bonds within 10	Unit 12 Subtraction	Unit 13 Exploring patterns
Understanding of the World	<p>Daily teaching of weather conditions using weather chart, days of the week, date and year. Write weather reports. Note and record the effects of seasonal changes. Current topic books read aloud to extend children’s knowledge of the world and to illustrated current topic. Topic books also displayed around the environment. Local walks for children to familiarise themselves with key places in their local community and to understand their importance. Activities linked to topic focus – evidence recorded in Tapestry. Investigation focus: Sensory exploration of touch, smell, sight, taste and sound. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Either live or via Tapestry children and parents encouraged to ‘show & tell’ Investigation focus: Life cycle</p>			<p>Daily teaching of weather conditions using weather chart, days of the week, date and year Current topic books read aloud to extend children’s knowledge of the world and to illustrated current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of the road, town and where their school is located using aerial maps. Activities linked to topic focus – evidence recorded in Tapestry. Investigation focus: Sensory exploration of touch, smell, sight, taste and sound. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Either live or via Tapestry children and parents encouraged to ‘show & tell’ Investigation focus: What will make my boat float?</p>			
Physical Development	<p>P.E. – Games Unit 1 EYFS Scheme of Learning Develop overall body strength, coordination, balance and agility. Develop fine motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>			<p>P.E. – Ball Skills Unit 1 EYFS Scheme of Learning Develop overall body strength, coordination, balance and agility. Develop fine motor skills to use tools competently. Pencil grip to develop a fast and accurate handwriting style. Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>			
Expressive Art & Design	<p>Developing weaving skills – pattern making and Build 3d models. Develop techniques for joining materials. Music: Participating in performances individually and in small and large groups.</p>			<p>Developing collage skills Painting with focus on different artists. Music: Participating in performances individually and in small and large groups. Children to plan their own dance routine etc, rehearse and then perform it.</p>			
Computing	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>			<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>			