



General Themes

***NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision***

Y1/2	Autumn	Spring	Summer
Year A 2021-2022 2023-2024 2025-2026	Memory Box/Our School/Victorians	Bright Lights, Big Cities (UK – London, Scotland, Wales)	Dinosaur Planet / The Enchanted Woodland
Year B 2022-2023 2024-2025 2026-2027	Travels with my suitcase (could include aspects of Paws, Claws and Whiskers)	Movers and Shakers (eg) Moon Zoom Superheroes	Land Ahoy/Coastline/Seaside

COEL Over Arching Principles	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p>

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

## EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Self-Regulation</b> 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 to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> 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><b>ELG: Building Relationships</b> 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>ELG: Gross Motor Skills</b> 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><b>ELG: Fine Motor Skills</b> 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>ELG: Comprehension</b> 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.</p> <p><b>ELG: Word Reading</b> 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.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed.</p>	<p><b>ELG: Number</b> 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><b>ELG: Numerical Patterns</b> 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>	<p><b>ELG: Past and Present</b> 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><b>ELG: People, Culture and Communities</b> 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><b>ELG: The Natural World</b> 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>	<p><b>ELG: Creating with Materials</b> 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.</p> <p><b>ELG: Being Imaginative and Expressive</b> 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.</p>

		<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>			
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## Reception Year A Slytherin

Year 2021-2022, 2023-2024, 2025-2026.

	Autumn	Spring	Summer
Topic:	<p>Vehicles past and Present Design your own transport! Starting school / my new class / New Beginnings Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p> <p>eg Memory Box/Our School/Victorians</p> <p>‘What happened before I was born?’</p> <p>Diwali, Halloween, Bonfire Night, Christmas</p>	<p>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world?</p> <p>Eg Bright Lights, Big Cities (UK – London, Scotland, Wales) ‘Where do we live?’</p> <p>New Year, Chinese New Year, Easter, Mother’s Day</p>	<p>Plants &amp; Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse &amp; Recycle Fun Science / Materials</p> <p><b>Platinum Jubilee 2022</b></p> <p>Eg Dinosaur Planet, The Enchanted Woodland ‘What is around us?’</p> <p>Father’s Day</p>
<b>Possible Texts and ‘old favourites’</b>	<p>Whiffy Wilson: The wolf who wouldn’t go to school, Owl Babies Owl Babies Once there were Giants Funny Bones The Big Book of Families</p>	<p>Katie in London, Katie Morag books, Puss in Boots The Runaway Wok (for Chinese New Year)</p>	<p>Traction Man is Here Where the Wild things are Mary Anning’s Fossil Hansel and Gretel Stick Man (Julia Donaldson) The Tiny Seed</p>

	Lighting a Lamp (for Diwali)		The Gruffalo Oi Frog Cave Baby We're Going on a Bear Hunt Argh Spider! The Gigantic Turnip
Understanding the World	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p>	<p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between rural and urban area.</p> <p>Look at Queen Elizabeth II, who she is, what she does, why is she important.</p> <p>Recognise how castles have changed since they were first built. What are castles used for now?</p> <p>Use language to describe the position of castles: city, hill, village</p> <p>Look at flags</p> <p>Using maps to look at Great Britain and the surrounding area and the importance of landmarks. Identify and locate the four countries and capital cities of the UK on a map.</p> <p>Thomas Farriner and his bakery on Pudding Lane.</p> <p>Looking at the environment and ecological challenges.</p> <p>Know the different materials used to make Tudor houses in 1666.</p> <p>Use simple compass directions and locational language to describe features and routes on a map of London. Name the human and physical</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences</p> <p>Look at decay, pattern and change of plants.</p> <p>Plant our own trees and observe them</p> <p>Identify and name a variety of common wild and garden plants.</p>

	<p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment</p> <p>Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Self-portraits.</p> <p>Drawing pictures of homes.</p> <p>Family pictures. Maps and pictures of the local area.</p> <p>Building different buildings found in the local area. Create our local area display. What do we have in our local area?</p> <p>Special events in our family and local area (events in Boothtown / Halifax).</p> <p>The difference between houses nowadays and houses in the past.</p> <p>Technology: purple mash, bee bots, finding information around us.</p> <p>Aerial view of the school.</p>	<p>features of London and how it has changed</p> <p>Experience what it would be like to visit London on a (virtual) school trip. Use maps and atlases to locate London and key landmarks.</p> <p>The events of The Great Fire of London. Listen to the song 'London's Burning' and find out about how they put the fire out – compare to fire engines used today. Create a timeline of events.</p> <p>What caused the Great Fire of London? How and why did the Great Fire of London spread so quickly? What have people learnt from the Great Fire</p>	
Expressive Art and Design	<p>Portraits</p> <p>Bonfire Night-Firework pictures.</p> <p>Christmas- decorations, cards, Divas, songs/poems, nativity.</p> <p>Look at an aerial photo of the Local area, can we create our own using different materials?</p> <p>Design &amp; decorate our memory boxes.</p>	<p>Collage of the London skyline.</p> <p>Bake bread the old fashioned way like the ones sold in Thomas Farriner's bakery on Pudding Lane.</p> <p>Design, make and evaluate a London landmark model made from junk materials.</p> <p>Learn about how houses were designed in 1666.</p> <p>Design and make a building in the same style as those built in 1666. Use equipment and resources safely to make a building in the style of 1666. Add detail to our building using a range of finishing techniques. Evaluate our design and product. Food – cut, peel or grate ingredients,</p>	<p>Make a sock dinosaur</p> <p>Working with natural materials (Andy Goldsworthy)</p> <p>Dinosaur eggs or dinosaur eyes from clay</p> <p>Use symbols to represent a composition and use them to help with a performance .Identify the beat of a tune.</p> <p>Role play area: set up as a forest/ jack and the beanstalk.</p> <p>Create different things to make it look like a forest.</p> <p>Sunflower paintings.</p> <p>Observational drawings</p>

			measure or weigh using measuring cups, assemble or cook ingredients Use Beebots to navigate around a map. Chinese New Year-Making lanterns, Chinese writing, puppet making, Chinese music and composition Easter- printing, patterns on Easter eggs		Make your own Forest in a show box. Link to Rainforest. Look at the textures of the different animals (The Gruffalo, spiders, frog, bear, and spider). Discuss what they feel like using texture key words. Colour-mixing.	
Physical Development- Gross Motor Skills	Dance	Ball and Racket	Gym	Net and Wall	Athletics	Sending and Receiving
Personal, Social and Emotional Development	What makes a good friend?	What is a bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	Following the rules – good listening, good looking, good sitting and lips closed. What’s our descent? Where are we from? What makes us special? What is similar / different about us? Bring in family photo’s (going back far) and discuss our family. Have visitors (mums and dads to discuss family)		Who is special to us? Make a Mother’s Day card. Where do I live? Who lives with me? Why is the place I live important to me? Do I have family who live in other places? Where have I travelled to?		Who is special to us? Make a Father’s Day card. How do I care for living things? What foods are healthy?	
Memorable Experience/Trip	Dean Heritage Centre, St Fagan’s		Jubilee Tea party Royal Role Play Royal Tea Party Trip to Gloucester Cathedral and Museum		Puzzlewood, Nature in Art,	

	Autumn	Spring	Summer
Topic	<p>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p> <p>Eg Travels with my suitcase/Paws, Claws and Whiskers</p> <p>Harvest, Diwali, Bonfire Night, Christmas</p>	<p>Fly me to the moon! Who was Neil Armstrong? Does the moon shine? Superheroes People who help us / Careers</p> <p>Eg: Movers and Shakers, Moon Zoom, Superheroes</p> <p>New Year, Chinese New Year, Easter, Mother's Day</p>	<p>Fun at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art</p> <p>Eg Land Ahoy/Coastline/Seaside</p> <p>Father's Day</p>
Books	<p>Wombat Goes Walkabout, Meerkat Mail The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond Lighting a Lamp (for Diwali) Tree: seasons come, seasons go (links to Harvest)</p>	<p>Whatever Next, Aliens Love Underpants Look Up, How to Catch a Star, Counting on Katherine, Man on the Moon, Beegu Little People, Big Dreams Sidney, Stella and the Moon The Way Back Home, The Runaway Wok (for Chinese New Year)</p>	<p>The Lighthouse Keeper's Lunch, The Snail and the Whale, The Tiddler, Sally and the Limpet, Katie Morag and the New Pier, Grace Darling (Anita Ganeri) The Coral Kingdom Commotion in the Ocean Into the Blue The Night Pirates Big Blue Whale Dear Dinosaur How to catch a Dinosaur</p>
Understanding the World	<p>Animals including Humans Listening to stories and placing events in chronological order.</p>	<p>Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to</p>	<p>Plants Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad</p>

	<p>What can we do here to take care of animals in the jungle?          Compare animals from a jungle to those on a farm.          Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.          Nocturnal Animals Making sense of different environments and habitats          Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see          Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.          After close observation, draw pictures of the natural world, including animals and plants</p>	<p>understand that these events happened before they were born.          Rocket launches on YouTube.          Talking about the climate on each planet.          Are there any planets like Earth?          How do astronauts eat? Make space food, blending the food, put in a bag and cutting the corner.          Can you breathe in space? Why/Why not?          What do they need?          Explore people who have impacted international achievements.          Technology: smart board, rocket videos, bee bots</p>	<p>Share non-fiction texts that offer an insight into contrasting environments.          Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.          Can children differentiate between land and water.          Can we live under the sea?          Look at lifecycles          Discuss the amount of water on planet earth and names of the oceans.</p>
Expressive Art and Design	<p>Design and make, products that have a clear purpose, refine design as work progresses          See progressions goals          Portraits          Follow instructions on how and when to sing or play an instrument.          Collage owls / symmetrical butterflies          Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.          Bonfire Night-Firework pictures.          Christmas- decorations, cards, Divas, songs/poems, nativity.</p>	<p>Choose sounds to create an effect.          Design and make rockets. Design and make objects they may need in space, thinking about form and function.          Creating out of space pictures          Role play area: set up as rocket.          Astronaut costumes, controls, technology, helmets.          Make a jet pack using bottles.          Creating the planets using a collage /papier-mâché.          Make playdough aliens          Design your own planet          Make your own rocket using junk modelling.          Look at different materials – can and identify them (wood, metal, glass, water, and rock, plastic).</p>	<p>Make lighthouses (build structures, exploring how they can be made stronger, stiffer and more stable)          Sea Shanties          Sand pictures / Rainbow fish collages          Lighthouse designs          Paper plate jellyfish          Puppet shows: Provide a wide range of props for play which encourage imagination.          Salt dough fossils          Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.          Colour mixing – underwater pictures.          Father’s          Day Crafts          Junk modelling bridges &amp; boats.          Role play area: under the sea, blanket to go over the top and fish to stick on.          Junk model and playdough sea creatures. Use sequins and playdough to create mermaids</p>

		Chinese New Year-Making lanterns, Chinese writing, puppet making, Chinese music and composition  Easter- printing, patterns on Easter eggs			and mermen. Singing songs about sea creatures. Listen to the sounds shells make. What does it sound like? Music from under the sea. Using the instruments, can you create a sound like the sea? Art work linked to the sea: creating paper plate fish and jellyfish.	
Physical Development	Dance	Fitness	Gym	Target Games	Athletics	Striking and Fielding
Personal, Social and Emotional Development	What is the same and different about us?	What is special to us?	What helps us stay healthy?	What can we do with money?	Who can help us keep safe?	How can we look after each other around the world?
	Experiment. Being kind to animals. What should we do if we see an insect? Stories about their own experiences relating to the books we are reading		What would it feel like to be in space? Who would we take with us to space? Have we ever stayed away from home? Where did you go? Did you miss your family? How do astronauts feel? Who would you miss if you were in space?		Looking after the sea. How can we help the animals? Discuss pollution, litter, boats and fishing. Food tasting – seaweed and seafood. What does it taste like? What seafood do you like?	
Memorable Experience/Trip	Trip to Bristol Zoo/Noah's Ark Farm Park		Visitor day – fire engine, paramedic, guide dog		Seaside day at school, ice cream van visit. Trip to the Beach	