

	Autumn Term		Spring Term		Summer Term	
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. What we do at school; Different activities and challenges are set up to promote language. The home corner is always a busy area in the classroom, with cooking and feeding babies where they use appropriate story language to re-enact/re-tell simple and familiar stories. The children will learn to speak with confidence during circle and carpet times and learn to listen and respond appropriately with relevant comments, questions or actions with their peers and adults. Vocabulary is developed through the topics and they will use their communication skills to develop their friendships. How you can help at home; Respond to your children’s questions- asking why? is how they learn. Storytelling and small world play creating stories together.					
Personal, Social & Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. What we do at school; Children will have the chance to make and build relationships with both their peers and the adults in school. They will think about the feelings of others and the importance of respecting these and this will be linked with our PSHE topics and CUSP Literacy Spine books. Children will understand the importance of learning routines and following the rules of the school. They will continue to develop speaking with confidence and learn to listen and respond appropriately with their peers and adults. Vocabulary is developed through the topics and they will use their communication skills to continue developing their social skills to secure strong friendships with a range of peers. How you can help; Talk to your child about their friendships and talk to them about sharing their feelings and help them to talk about them.					
Cambridgeshire Primary Personal Development Programme.	Beginning and Belonging The children will explore how they are all uniquely special, which will include discussing their likes and dislikes and the things they are able and are learning to do, and what they would like to learn next. They will examine, and learn to value and respect, similarities and differences between themselves and their peers. The children will explore and learn to appreciate their own needs and those of others and will consider the needs of newcomers joining the class.	Family and Friends (including anti-bullying) My Emotions The children will learn to identify different emotions in themselves and other people and will begin to understand the different ways in which people express and show emotions. They will begin to develop an understanding of how our feelings affect the way we behave. The children will explore simple ways of making themselves feel better when they experience an uncomfortable feeling which will include identifying trusted people within their Safety Circle. They will learn about friendship and what it means to be a good friend. They will explore a range of communication and social skills which are necessary for effective relationships and will examine why friends may sometimes fall out. They will develop their ability to value and empathise with others by examining hurtful behaviour and its effects on others.	Identities and Diversity The children will explore why they are special and what makes their own individual identity. They will examine similarities and differences between themselves and other children in the class. They will learn about some of the similarities and differences between families including the different people in families and where families live. They will explore what is special about different families’ lifestyles including how a family’s cultural background, their traditions or beliefs can form an important part of their life, and ways in which this is celebrated. They will consider how what they do and say can affect the needs and feelings of other people and how they and everyone else have the right to be valued and treated fairly and equally whatever their cultural background or choice of lifestyle.	Keeping Safe – including drugs In this unit children will explore what feeling safe means. They will have the opportunity to make a Safety Circle where they will identify the people who can help them, including people in different contexts in their lives. They will develop skills to enable them to access help and support as well as learning how to help others. The unit also covers different types of secrets; saying no and who to tell if they have a worry. They will learn to identify potential risks to their safety and will develop an understanding of how they can take some responsibility for their own safety in different contexts, including examining the need for safety rules in order to keep themselves and others safe. As part of their Drug Education, the children will learn about the potential dangers of both known and unknown substances. They will learn about the role of medicines and look at rules for the safe use of medicines.	My Body and Growing Up This unit is designed to support children in learning how to value and appreciate their own and other people’s bodies. Children will learn to recognise and name external parts of the body including using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate responsibility for it. They will continue to develop basic hygiene routines, including toileting and washing, and will also learn about the importance of good hygiene and cleanliness for preventing the spread of disease.	Healthy Lifestyles Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	PE will be taught following the Get Set 4 P.E Scheme					
	Introduction to PE: Unit 1 Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	Dance: Unit 1 Children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	Gymnastics: Unit 1 Children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Ball skills: Unit 1 Children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Games: Unit 1 Children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Fundamentals: Unit 1 Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.
Literacy Reading & Writing	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). What we do at school; During our structured story time the children will be encouraged to listen to others and ask questions in response to the stories. During our daily phonic sessions (Little Wandle Scheme) they will listen to and distinguish initial sounds and letters and be shown the grapheme and taught the phonemes. How you can help; Give your child opportunities to enjoy writing- let them write a shopping list (emergent writing) tick off the items as you put them in the basket/trolley. Magnetics letters on the fridge. Read with your child as often as you can. EYFS Development Matters statement for Reception Children: *Read individual letters by saying the sounds for them *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. * Read a few common exception words matched to the school's phonic programme. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense.					
CUSP Literature Spine	The CUSP Early Foundations is presented in three parts: 1. Foundational knowledge: what pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for success in Key Stage 1 and beyond 2. Opportunities and experiences: how this foundational knowledge can be learnt through play and through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts 3. Structured Story Time: core texts that will introduce key language, ideas and themes that children will need to access the foundational knowledge. Structured Story Time: The core texts that will introduce pupils to the language, ideas and concepts that they will need to secure at different points through the EYFS.					

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. The Understanding the World early learning goals 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 learned in class. • Understand the past through settings, characters, and events encountered in books read in class and storytelling. 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. 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.					
Religious Education The EMMANUEL Project 2020: Teaching Christianity effectively in Reception	Why is the word ‘God’ so important to Christians? Unpacking Christianity in EYFS Why is the word ‘God’ so important to Christians?  The eMMANUEL Project 2020 Teaching Christianity effectively in Reception	Why do Christians perform nativity plays at Christmas? Unpacking Christianity in EYFS Why do Christians perform nativity plays at Christmas?  The eMMANUEL Project 2020 Teaching Christianity effectively in Reception	How can we help others when they need it? Unpacking Christianity in EYFS How can we help others when they need it?  The eMMANUEL Project 2020 Teaching Christianity effectively in Reception	Why do Christians put a cross in an Easter garden? Unpacking Christianity in EYFS Why do Christians put a cross in an Easter garden?  The eMMANUEL Project 2020 Teaching Christianity effectively in Reception	What makes every single person unique and precious? Unpacking Christianity in EYFS What makes every single person unique and precious?  The eMMANUEL Project 2020 Teaching Christianity effectively in Reception	How can we care for our wonderful world? Unpacking Christianity in EYFS How can we care for our wonderful world?  The eMMANUEL Project 2020 Teaching Christianity effectively in Reception
Celebrations	Harvest Diwali	Guy Fawkes (Bonfire Night) Remembrance Day Christmas	Chinese New Year Shrove Tuesday (Pancake Day)	Hindu Festival of Holi Easter Buddhist Festival	Hindu Festival – Raksha Bandhan	Jewish Festival – Tu B’shevat – Planting trees
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. The expressive arts and design early learning goals 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 and Expressive • 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.					
Music	We Follow the Music Charanga scheme with a range of topics to cover. Charanga has quality and engaging music lessons with careful progression built in.					