



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics These are the topics that we envisage doing through the year. The direction we take with the topic will be determined by the children's interests.	All About Me, My Wishes and Dreams 	Fire Fire!  Bonfire Night Remembrance Day Christmas	Let's Go Travelling  Pancake Day/Lunar New Year	Once Upon a Time, Spring and Easter  Easter	Growing, Lifecycles and In the Garden   National Bee Day	Oh I Do Like to be Beside the Seaside!  International Mud Day
Experience enhancers	Buddy reading Harvest in church Diwali Walk to post box Grandparents afternoon tea?	Bonfire Night Remembrance Day BSE Cathedral trip and pantomime Christmas service in church Christingle Christingle Nativity w/KS1	Visits from people who help us in our local community Lunar New Year Shrove Tuesday Valentines Day	World Book Day Mothers' Day Reflective story visit-Discovery Centre Easter service in church	Caterpillars, Hollow Trees Farm trip Ramadan/Eid Earth Day	Fathers' Day Sports and Well-being week
Characteristic s of Effective Learning	Playing and exploring: -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 Active learning: -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. Creating and thinking critically: -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.					
Literacy	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).					
Drawing Club Drawing Club is a landscape for children to 'adventure in' through weekly books, fairy tales and short animations. Drawing club develops children's	***ADD BOOKS HERE***					

imagination along with their vocabulary, fine motor skills, mark making and eventually writing. Drawing club also supports the development of a love of reading, drawing and writing.						
Possible book hooks Children improve their literacy skills through high quality teaching every day, high quality resources and enrichments to provoke further reading and mark making to take place in all aspects of the curriculum.	Super Duper You, Only One You, All Are Welcome, This is What We Do, A Girl Like Me, I Love My Hair, You Choose, Elmer, Rainbow Fish, Not So Fast Songololo, Gingerbread Man, Owl Babies	<i>Handa's</i> Surprise, Pumpkin Soup, The Nativity, Christmas Around the World, Selection of Christmas theme stories	Traction Man, Michael Recycle and Litterbug Doug, Superworm, The Complete Book of First Experiences-hospital/ Drs/school/dentist	Aliens Love Underpants, Zog, Abiyoyo, How to Catch a Dragon, Give Me My Yam, Dinosaur Roar, Bumpus Jumpus Dinosaurumpus, Anansie stories, traditional tales, How to Catch a Star, Whatever Next, The Darkest Dark, The Gruffalo	The Tiny Seed, One Child One Seed, <i>Oliver's Vegetables</i> , Supertato, What the Ladybird Heard, Jim and the Beanstalk, <i>Jasper's Beanstalk</i> , The Very Hungry Caterpillar, Farmer Duck	Commotion in the Ocean, Tiddler, <i>Flotsam</i> , <i>Billy's Bucket</i> , <i>What's in the Pan</i> , <i>Man?</i> Mister Seahorse, What the Ladybird Heard at the Seaside, Lucy and Tom at the Seaside, A House for Hermit Crab, Snail and the Whale, Sharing a Shell
Phonics Children will work in different groups for phonics at the pace of the individual children, revisiting GPCs as necessary Opportunities to revisit will be frequent throughout the year	Phonics initial assessment RWInc Set 1 Writing letters and name Alliteration	RWInc Set1 Rhyming strings Linking sounds to letters CVC word lists	Read RWINC Set 1 Reading and writing words, phrases and simple sentences	RWInc Set 2 Reading and writing words, phrases and simple sentences	RWInc Set 2 Writing sentences, applying phonetic and key word knowledge	RWInc Set 2 Writing sentences, applying phonetic and key word knowledge

Writing Writing practised daily in phonics, literacy and topic activities Children are encouraged to write phonetically using sound mats of the GPCs they have learned	Name-can write own name correctly-ongoing Initial sounds	Lists Labels Simple sentences-shared writing	Labels Lists Questions Non-fiction writing Captions Letter writing	Questions Character descriptions Write alternative endings to stories we have read-innovation	Non-fiction writing Writing instructions Setting descriptions Recount of farm trip	Write own 5 sentence stories Non-fiction-writing about sea creatures Seaside Poems-senses
Communication and Language Daily story time	<i>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, storytelling 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.</i>					
Snack time chats Small group discussions	Settling in and getting to know you circle time activities and snack time chats Making friends and promoting friendly conversational phrases Children talking about experiences that are familiar to them Rhyming and alliteration games using nursery rhymes and counting songs Familiar print such as names Sharing facts about me and my family Shared favourite stories All about me activities with opportunities to talk about favourite things Model talk routines	Develop vocabulary through everyday conversations with adults and peers Tell me a story – retelling favourite and familiar stories using tory language Listening and responding to stories during literacy/topic and story times Following instructions relating to daily routines – unpacking book bag, hanging up coat Encourage children to take part during class discussion Understand how to listen carefully and why listening is important – reminders and visual cues	Using language well, building on from modelling by adults and peers in school Encouraging how and why questions through provocation enhancements relating to topic and children's interests Retell a story with story language during story sharing activities using puppets, small world and props Encouraging story invention in small world and role play Ask questions to find out more and to check they understand what has been said to them during adult led activities	Describe events in detail time connectives (relating to Literacy topics) and provocation activities Retell a story with story language in more detail during story sharing Understand how to listen carefully and why listening is important (PSHE and circle time) Use picture cue cards to talk about objects and artifacts <i>“What colour is it? Where would you find it? in relation to topic or helping around the classroom</i> Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these Sustained focus when	Longer and more interactive story times and targeted questioning during literacy activities Encourage children to participate in celebration assembly, recognising their achievements and supporting them to explain these to an audience (these can be from school activities or outside school) Performances of rhymes, poems and songs – what makes a good performance?	Longer and more interactive story times and targeted questioning during literacy activities Meaningful and extended play interactions with peers and adults in and out of the classroom Questioning to develop used of topic-based vocabulary Activity recounts, modelling structure and

	through the day. For example, arriving in school: “Good morning, how are you?” Maintain attention. Follow instructions. Use talk to organise ideas.	Use new vocabulary taught through the day through topic and adult led activities Choose books that will develop their vocabulary relating to topic (see topic suggested texts)	Describe events in some detail – talking about their day and their favourite activities	listening to a story – longer and more interactive story times	Story time within topic to promote use of vocabulary, mirrored within provision and play activities Learning and retelling stories using story maps and props	detail needed when retelling events School trip recounts between peers and more structured presentations Longer and more interactive story times with targeted questioning during literacy activities End of year performances of rhymes, poems, songs
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding such as using manipulatives, including small pebbles and tens frames for organising counting children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mastering Number	Subitising Cardinality, ordinality and counting Composition Comparison		Subitising Cardinality, ordinality and counting Composition Comparison		Subitising Cardinality, ordinality and counting Composition Comparison Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers.	
White Rose-SSM	Just Like Me Match and Sort Compare mass, size and capacity Exploring pattern		Alive in 5 Compare mass Compare capacity Growing 6,7,8		To 20 and beyond Spatial reasoning Match, rotate, manipulate	

	It's Me 1 2 3 Circles and triangles Positional language Light and Dark Shapes with 4 sides Time	Length and height Time Building 9 and 10 3D shapes Spatial awareness Patterns	First, then, now Spatial reasoning Find my pattern Spatial reasoning Visualise and build On the move Patterns and relationships Spatial reasoning Mapping			
PD	<i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.</i>					
Gross Motor Children have access to the outdoor area, garden and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making. Children take part in weekly PE lessons.	Introduction to PE-spatial awareness, developing gross motor skills.	Ball skills-throwing and catching, kicking	Dance	Fundamentals	Games	Gymnastics Sports Day skills Skipping
Fine Motor Children take part in morning fine motor activities depending on their stage of development, these range from placing objects & tweezing to letter formation and name writing	Threading, cutting, playdough, focus fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, playdough, focus fine motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, playdough, focus fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, playdough, focus fine motor activities. Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities Pattern tracing and anti-clockwise drawing practice	Threading, cutting, playdough, focus fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /	Threading, cutting, playdough, focus fine motor activities. Form letters correctly Copy 2D shapes Begin to draw diagonal lines, like in a triangle / Start to colour

					Start to cut along a curved line, like a circle / Draw a cross	inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
EAD A wide range of creative opportunities are available each day, some to directly teach a new skill and some to embed existing experiences and skills taught. Children are provided with a range of materials to enable them to decide the best to use for their own planned projects. Music: Music is embedded within the Early Years' Foundation Stage Curriculum through the use of the indoor and outdoor learning environment and classroom provision. The children are given a wealth of opportunities to engage in activities, both child-initiated and adult directed, which enable them to develop their early musical skills. Music in EYFS is	<i>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i>					
	Continuous provision – inside and outside-children have access to materials for Art and Design. Pens pencils, chalks, junk, scissors, glue, magazines, paint, wax crayons, dough, different papers, construction kits etc Drawing – As part of general routine and to illustrate work. Taught and own attempt in sketch books – self-portraits, daffodils, fruit and veg, shells Story characters-by following instructions Painting – Topic pictures, colour mixing, different brushes, on the table, splatter painting-fireworks, powder paint-Holi Printmaking – using stamps, vegetables, string, folding paper in half, table print. Textiles/collage – Sewing for Christmas cards, Weaving -Kente patterns, circle weaving and different wall scenes to go with topics, Mask making-A is for Africa, Henri Matisse-The Snail 3D – Junk modelling, dough, clay pots for Mothering Sunday, construction kits, daffodils for Easter, Chinese dragon for Chinese New Year. Artist- Andy Goldsworthy – looking at and working in the style of. Exploring colour (mixing) Talk about processes and ideas. Combining different media-junk modelling Represent own ideas through different media. Using imaginations, creating storylines and narratives					
	Musical experiences and instruments within the continuous provision Nursery rhymes-add percussion instruments (learn how to treat the instruments with care and respect and name them correctly)	Musical experiences and instruments within the continuous provision Christmas performance	Musical experiences and instruments within the continuous provision	Musical experiences and instruments within the continuous provision	Musical experiences and instruments within the continuous provision	Musical experiences and instruments within the continuous provision

incorporated into all aspects of the curriculum.						
PSED	<i>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 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.</i>					
	Our Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. As a Rights Respecting School, children's rights are learned, taught, practiced, respected, protected and promoted every day at Hintlesham and Chattisham CofE School.					
	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	
	Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach. Create an environment that includes, values and respects different faiths, cultures, views and ethnicities. Provide opportunities to make links with the local community, for example, outings to local places (such as shops or places of worship), inviting members of the local community to visit the school, taking part in local events and making links with a local charity. Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world using a range of resources, including books and online resources. Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn about festivals and special days, different types of family units and different occupations. Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.		Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe. Include children in creating class or group rules. Encourage and support children with learning about right from wrong. Help children to understand their <i>own and others' behaviour and feelings</i>, as well as the consequences of their actions. Help children understand how to keep themselves safe and how to resolve conflicts appropriately. Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to.	<i>Provide opportunities to develop children's self esteem and confidence in their own abilities.</i> Encourage them to develop a positive sense of themselves and to celebrate their personal achievements. Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected. Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience. Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this. Allow children to develop their independence, offering them opportunities to follow their own ideas and interests. Ensure that all children engage in a wide range of activities and are not limited by gender or other	Give children the chance to vote for choices in activities. They might raise their hands or write down their favourite choice. Offer children choices so that they have some control and power over their lives. Create an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again. Make sure children know that their views and opinions matter – <i>follow children's interests</i>. Encourage them to make requests too. Encourage children to make decisions together Support children to understand that they are part of a family, class, group, school/setting and community.	

PSED Themes Managing Self Self-Regulation Building Relationships			Encourage children to take turns, share and cooperate. Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers.	stereotypes. Encourage children to express their own views and also respect the fact that others may have different views.	Encourage children to value each other's views and talk about their feelings, for example, during circle time activities when they might talk about their likes and dislikes. Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities. Use group times and circle times to promote turn-taking, to encourage children to listen to each other and to value everyone's contribution.	
	Building relationships with our teachers and friends. School and class rules. Appreciate what makes us unique. My Family. Caring friendships.	Being Kind. Managing feelings. Recognising others have feelings. Understanding the feelings of others. Fire safety. Friendships-Rama and Sita.	Setting goals for the new year. Self-confidence, trying new activities and sharing ideas. Caring for others and the environment. Health and wellbeing (including oral health)	Continue to express interests and opinions (Follow me Friday) Perseverance, resilience and independence.	Caring for the environment. Showing sensitivity. Awareness of behaviour and its consequences. Understand the importance of healthy food choices.	Caring for the environment. Knowing Myself-Likes and Dislikes Feeling proud and setting goals. Negotiation skills and co-operation within a group.
Utw Children are invited to be curious and ask questions at every opportunity. Direct teaching and also stimulating environments are designed to encourage thought and interaction between adults and children, spanning a wide range of	Understanding the world involves guiding children to make sense of their physical world and their community. <i>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.</i>					
	Family routines. Diwali	Celebrations and customs: Christmas around the world.	Lunar New Year traditions			
	Chronology-yesterday, today, tomorrow, days of the week, months of the year, class birthdays	How long have different celebrations and customs taken place for? How have they changed over time? Christmas traditions		Traditional tales-how long have they been around? Dinosaurs! Space travel.		Introduction to how the seaside has changed over time. Real pirates-Blackbeard
	Looking at our school environment-what are the natural and human features?	Where in the world do certain celebrations take place-find on a globe/map.	Comparing and contrasting Hintlesham with other locations such as mountains, seaside and forests.	Traditional tales-where in the world does the story come from? Castles	Map work-What the Ladybird Heard On Safari	Map work-compass/direction-link to seaside and pirates.

diverse subjects and cultures.	Seasonal walk	Find out how Christmas is celebrated around the world.	Walk around the local area-introduce following and drawing maps. Find out about China Find out about Polar regions Seasonal walk		Seasonal walk	Treasure maps Geographical features of the seaside-make a lighthouse/beach hut. Researching holiday destinations
Computing	Looking at-how we have changed since we were babies. What makes us unique-eye colour, skin colour, hair colour, fingerprints Signs of Autumn	Signs of Winter Freezing Colour experiments	Similarities and differences between ourselves and others. 5 senses. Signs of Spring Making slime Friction/gravity-using the ramps	Observations of animals. Herbivores/carnivores Freezing and melting	Life cycles-butterfly, ladybird, sunflower, dandelion, frog Observations of plants/insects Signs of Summer Conditions needed for plants to grow-planting sunflowers Bug hunts-using magnifying glasses and sorting them by similarities/differences Investigating what a seed needs to grow-planting, predicting and explaining Looking after the environment	Floating and sinking-choosing best materials to make a boat based on properties. Recycling-plastic pollution
	Shape Hunt/Animal Safari	Talking Technology	Nursery Rhyme Coding	Technology and Me	My Online Life	Beats and Rhymes
RE (Emmanuel Project)	Why is the word God so important to Christians? <i>Whispering Allah into Baby's ear:</i> Muslim birth custom Hinduism <i>Let's celebrate: Diwali (20th Oct)</i> https://www.bbc.co.uk/cheebies/watch/lets-celebrate-diwali	Why do Christians perform nativity plays at Christmas? The Muslim story of Muhammad caring for the Ants <i>Let's celebrate: Christmas</i> https://www.bbc.co.uk/cheebies/watch/lets-celebrate-christmas-story	How can we help others when they need it? The Sikh story of Guru Har Gobind saving the 52 Princes Lunar New Year (29 th Jan) <i>Let's celebrate:</i> https://www.bbc.co.uk/cheebies/watch/chinese-new-year Judaism (13 th -14 th March) <i>Let's celebrate: Purim</i>	Why do Christians put a cross in an Easter garden? The Buddhist story of the Monkey King https://www.youtube.com/watch?v=108pzuVONH0 <i>Let's celebrate: Easter</i> https://www.bbc.co.uk/cheebies/watch/lets-celebrate-easter Buddhism <i>Let's celebrate: Wesak (12th May)</i> https://www.bbc.co.uk/cheebies/watch/lets-celebrate-wesak	What makes every single person unique and precious? A Hindu festival for brothers and sister: Raksha Bandhan	How can we care for our wonderful world? <i>Tu B'Shevat</i> -the Jewish holiday for planting trees

			https://www.bbc.co.uk/cheebies/makes/lets-celebrate-purimgragger Hinduism <i>Let's Celebrate Holi (14th March)</i> https://www.bbc.co.uk/cheebies/watch/lets-celebrate-holi Sikhism (14th April) <i>Let's celebrate: Vaisakhi</i> https://www.bbc.co.uk/cheebies/watch/lets-celebrate-vaisakhi			
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