



Academic Year:

YEAR B

Key stage: EYFS

Nursery, Class 1 and Class 2

	HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things	
SMSC	Aut.1	Aut.2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	SUPERHEROES	FESTIVALS Autumn	BEARS Winter	Traditional Tales Spring	ANIMALS	WATER Summer
Big Topic Questions	What makes a superhero?	Why are there so many leaves on the ground?	Can a polar bear and a penguin be friends?	Should Goldilocks say sorry?	Can all animals be pets?	What can I do with water?
Key Texts						
Communication, Language and Literacy	<p>Features which make a superhero – senses</p> <p>What makes a superhero?</p> <p>What makes a baddie?</p> <p>Comic strip – writing simple captions, speech bubbles, simple retell. Emergent</p>	<p>Nativity story</p> <p>What do we do with our old toys?</p> <p>Writing simple letter</p> <p>Writing an invitation</p> <p>Writing about different festivals – floorbook captions</p> <p>Emergent writing, mark making,</p>	<p>Non-fiction writing – fact files/sentences about animals/Polar regions</p> <p>Retell with more detail</p> <p>Starting letters on the line – magic wands</p> <p>Can you help the Polar bears all the way from England?</p>	<p>Traditional Tales – Rhyme and poetry</p> <p>Reading refrains/retell-features of Traditional Tales</p> <p>Letter writing</p> <p>Instruction writing</p> <p>Should little Red Riding hood have spoken to the wolf?</p>	<p>Story retells and non-fiction writing about animals</p> <p>Fact about jungle/animals</p> <p>List writing</p> <p>How are we similar and different to Handa?</p> <p>Phase 4 – bl, cl, fl, fr, cr, sl,</p>	<p>Non-fiction – under the sea , sea animals</p> <p>Commotion in the Ocean</p> <p>Tiddler</p> <p>Longer pieces of writing ELG</p> <p>Where does my plastic straw go?</p> <p>Phase 4 and consolidation</p>

	<p>writing, mark making, shadow writing.</p> <p>Phase 2 sounds, s, a, t, p, i, n, m, d, g, o, c, k, ck</p> <p>Phase 1 – Environmental Sounds, Nursery Rhymes</p> <p>What songs did your parents learn when they were your age?</p>	<p>shadow writing.</p> <p>Phase 2 - e, u, r, h, b, f, ff, l, ll, ss</p> <p>Phase 1 – Instrumental Sounds</p>	<p>Phase 3 - j, v, w, x, y, z, zz, qu.</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Phase 1 – Body Percussion</p>	<p>Phase 3 -Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Phase 1 – Rhythm and Rhyme</p>	<p>etc</p> <p>Phase 1 – Alliteration and Voice Sounds</p>	<p>(Phase 5)</p> <p>Phase 1 – Oral Blending and Segmenting</p>
<p>Writing Progression</p> 	<p>Spell CVC words e.g. hat, can, dog Spell some HFW Write own name, using a capital letter.</p>	<p>Dictate a simple sentence. Begin to write simple sentences.</p>	<p>Begin to use capital letters and full stops to punctuate a sentence. Attempt to spell unfamiliar words using a phonemic strategy (including analogy</p>	<p>Write letters using the correct sequence of movements. Begin to use some story language, such as 'Once upon a time....'</p> <p>Write simple labels, captions and sentences.</p>	<p>Dictate and invent own compositions. Think about what to write ahead of writing.</p>	<p>Retell a narrative or a recount. Begin to write simple narratives and recounts. Invest writing with meaning.</p>
<p>Mathematics</p>	<p>Counting, sorting, numbers to 10 – number rhymes. Orally beyond 10. 2D shapes</p>	<p>3D shapes</p> <p>Numbers to 20 – ordering, writing etc</p> <p>Tall/short, wide/narrow, long/short etc</p>	<p>Positional language</p> <p>Addition/ Balance - = symbols</p> <p>Counting to 100</p> <p>Weight</p>	<p>Subtraction/ addition balance</p> <p>Number line work</p> <p>Patterns</p> <p>More/fewer</p>	<p>Money</p> <p>Where does money come from?</p> <p>Counting in 1's, 2's, 5's and 10's</p> <p>Addition and Subtraction</p> <p>Time</p>	<p>Capacity</p> <p>Doubling and halving</p> <p>Grouping and sharing</p> <p>Distance</p>
<p>Religion</p>	<p>Mark 10:14 “Let the little children come to me”</p> <p>Myself – my name, God knows and loves me and each one by name (4 weeks) What is love?</p> <p>Welcome – what it is to welcome and be welcomes, Baptism, welcomed into God’s family (4 weeks)</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> The importance of my name – Explore 	<p>Mark 1:15 “The time has come. The kingdom of God is near. Repent and believe the good news.”</p> <p>Advent – Christmas, loving; birthday, looking forward to Jesus’ birthday, what is a birthday? Looking forward to Christmas the birthday of Jesus</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> what a birthday is; waiting for a birthday – Explore Advent: looking forward to Christmas, the birthday of Jesus – Reveal 	<p>Luke 6:31 “Treat others the same way you want them to treat you”</p> <p>Local Church Community – what a celebration is and how the parish family celebrate (4 weeks)</p> <p>Eucharist – Relating – how and why people gather together, the joy of gathering together to celebrate at Mass</p> <p>Local church</p> <p>What does God’s house look</p>	<p>Matthew 11:28 “Come to me all you who are weary and burdened and I will give you rest.”</p> <p>Lent/Easter/Giving – Spring is a time when things begin to grow, Lent – a time to grow in love and be more like Jesus and to look forward to Easter</p> <p>How did the donkey feel when carrying Jesus on his back?</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Spring is a time when things 	<p>John 14:26 “The Spirit will teach you everything and will remind you of what I said while I was with you.”</p> <p>Pentecost – Serving – that everyone has good news to share, Pentecost: the celebration of the good news of Jesus What is the ‘Good news’?</p> <p>Universal Church – what we love and wonder about our world and God gave us this wonderful world</p>	<p>John 8:12 “I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.”</p> <p>Reconciliation – we can make friends, Jesus had good friends and what Jesus tells us about friendship</p> <p>What makes a good friend?</p> <p>This topic learning outcomes: Know and understand:</p> <ul style="list-style-type: none"> We can make friends – Explore Jesus had good friends; what

	<ul style="list-style-type: none"> God knows and loves me and each one by name – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> What it is to welcome and be welcomed – Explore Baptism: a welcome to God’s family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>like?</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> what a celebration is – Explore how the parish family celebrate – Reveal <p>acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Know and understand:</p> <ul style="list-style-type: none"> how and why people gather together – Explore the joy of gathering together to celebrate at Mass – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>begin to grow – Explore</p> <ul style="list-style-type: none"> Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> That everyone has Good News to share – Explore Pentecost: the celebration of the Good News of Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Jesus tells us about friendship – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>
Understanding the World	<p>Senses, exploring their senses, Why did God give us ears?nose? mouth? Eyes? Hands?</p> <p>Look at freezing things, creating fire, History of superheroes – Ancient Heroes – Achilles & Hercules (Greek) Thor (Nordic) History of comic</p> <p>Look at ability to fly, breathe under water, climbing walls, look at magnetism, strength, control the weather</p>	<p>Bonfire night Divali Christmas Advent</p> <p>People and- communities, celebrating different traditions and cultures</p> <p>What festivals do your family celebrate?</p>	<p>Bears</p> <p>Stories about bears, making porridge, where do bears live, looking at the world. Polar bears and polar regions – Arctic – melting ice, how does a polar bear keep warm? Antarctica, where do penguins live? Exploring waxy feathers and water</p>	<p>Materials –</p> <p>Which house is the strongest? Making wolf proof houses Can you help the billy goats cross the bridge? Would you live in a house of straw?</p>	<p>Who lives in the jungle?</p> <p>Where is the jungle? Rainforests? African music/patterns Naming animals Animal patterns, making animal prints Healthy eating</p>	<p>Under the sea Oceans Animals found under the sea What can we do with water, sinking and floating, making bubbles etc</p>
Expressive Arts and Design	<p>Design own superhero Role play - Superhero – dressing up Senses – feely box, magnets etc</p> <p>Do all superheroes need big muscles?</p>	<p>Creating lanterns, Christmas crafts, baubles, reindeers, decorations, advent wreaths Role play – Autumn, Father Christmas workshop, white colour tray</p> <p>Do your neighbours decorate their house the same as yours?</p>	<p>Bear role play – Arctic den, porridge in messy tray, bear crafts, making bear toast, bear buns, polar habitats</p>	<p>Role play – Hansel and Gretel gingerbread house, small world – three little pigs and three billy goats gruff</p>	<p>Role play – The Zoo, Jungle hide-out, explorers etc Small world – jungle animals</p>	<p>Under the sea den, rock pool, under water animals, small world pirate ship</p>
Physical Development	<p>Superhero PE/ games Finger gym – developing fine motor – dough disco</p>	<p>Music and songs – nativity, music from different festivals Holding a pencil – pincer grip</p>	<p>Different movements – hopping, jumping, gliding, flying Forming recognisable letters</p>	<p>Fine motor skills, developing pincer grips HSC – keeping healthy and safe – medicines</p>	<p>Pretending to be different animals, moving in different ways, sing and pretend (espresso) *Handa’s Surprise – healthy eating</p>	<p>Sing and Pretend – under the sea (espresso) Forming letters correctly</p>
Personal, Social and Emotional Development	<p>Why are they baddies? Goodies? What makes us good? Etc</p>	<p>Other cultures, talking about differences and similarities</p>	<p>Looking after creatures/animals. Showing kindness towards others</p> <p>How can we make our goats happy?</p>	<p>Talking about their families – what do they do? Different occupations, caring for others, eg nurses, doctors</p>	<p>Talking about other cultures and traditions/ understanding that everyone has different beliefs</p>	<p>Keeping safe in water – being healthy Talking about different cultures, finding different places on the globe and</p>

		What makes everyone similar?different?		Do all super heroes wear capes?	What does God look like?	discussing different cultures/places
Caritas in Action	Dignity of the Human Person – -God made me and loves me very much -God made me and all my friends very beautiful -We share our love for each other -We thank God for loving us and our love for each other Why does God love us?	Solidarity and the Common Good -We are friends -We play together in love and peace -We help each other -We thank God for each other How can we show our friends that we are thankful for them?	Family and Community -My family at home -My school family -We are all different and we love and care for each other -We love and look after each other because we are all brothers and sisters in God’s family What make a family?	The Dignity of Work -We are helping to do God’s work -We use our gifts for each other -Everybody’s gifts are needed to build God’s world -When we build together we can do much more Care for God’s Creation What gifts had God given you?	Option for the Poor and Vulnerable -God’s gifts are fir everyone (food, clothing etc) -Learning to share our toys and foods with friends so that everyone has enough -Helping everyone to be happy by playing, sharing and learning together -Using our gifts to help others Is it fair for some people to have lots and others to have little?	Rights and Responsibilities -God wants everyone to be happy -God gives us all we need to be happy -Making the right choices -We share all God’s gifts What should we do to people who make the wrong choices?
RSE	Autumn II EYFS, Module 1, Unit 1 Story Sessions: Handmade With Love		Spring I EYFS, Module 1, Unit 2 Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes EYFS, Module 1, Unit 3 Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings		Summer I EYFS, Module 1, Unit 4 Session 1: Growing Up Summer I or II EYFS, Module 3, Unit 1 Session 1: God is Love Session 2: Loving God, Loving Others	