

Our **intent** for EYFS at Gladstone Road Primary School is to encourage and inspire all children to be active and successful learners. Our children in EYFS learn in a safe and stimulating environment with high quality provision areas which stretch across two classrooms and an outdoor learning space. This includes our construction area, sand and water area, mud kitchen, home corner, enquiry area, creative area and many more which are enhanced to reflect our weekly book hook inspiration. Through well planned provision, children have the opportunity to develop ideas, understand their feelings and build positive relationships. We provide a safe and stimulating environment where children are encouraged to ask questions and solve problems. High expectations are instilled in all of our children, providing them with the self-belief and confidence to become successful and aspiring learners.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic and Key Texts	<u>Once Upon a Time</u> Goldilocks and the Three Bears. The Gingerbread Man. The Hungry Caterpillar. Dear Zoo Handa's Surprise. Room on the Broom.	<u>Winter Wonderland</u> The Three Billy Goats Gruff. Harry and the Monster. Hansel and Gretel. The Gruffalo Owl Babies Little Robin Red Vest. The Christmas Story.	<u>Springtime</u> The Three Little Pigs. Jack and The Beanstalk. Ten Little Pirates Sharing a Shell. There was an Old Dragon who Swallowed a Knight. The Easter Story.	<u>Journeys</u> We're Going on a Bear Hunt. Supertato What the Ladybird Heard. Little Red Riding Hood. The Very Busy Spider.	<u>The Farm</u> The Frog Prince. Tyrannosaurus Drip. Whatever Next! Aliens Love Underpants. The Rainbow Fish. Robot Rumpus.	<u>Summertime</u> Enormous Turnip Cinderella Giraffes can't Dance. Elmer The Lighthouse Keeper's Lunch. The Jolly Postman. The Train Ride.
Literacy	Stories with predictable and patterned language. Stories with familiar settings. Traditional tales Adventure stories Labels, lists, captions. Hearing initial, final and medial sounds Sequencing stories Plays with rhyming words and alliteration	Adventure stories Stories with a moral Recounts Using descriptive words Engages in mark-making in their play. Recognises and write own name Orally segment CVC words	Stories about fantasy worlds Adventure stories Responding to narratives Non-fiction writing Using finger spaces Using digraphs Segmenting and blending CVC words. Writes for different purposes.	Narrative stories Recounts Non fiction Instruction writing Letter writing Writing cards Using conjunctions Read common irregular words Segmenting and blending CVC words	Adventure stories Recounts Using descriptive language Read common irregular words Segmenting and blending CVCC and CCVC words. Read words of more than one syllable Writing simple sentences using phonetically plausible spelling attempts	Traditional and fairy tales Rhyming stories Segmenting and blending CVCC and CCVC words. Read words of more than one syllable Reading simple sentences Using adjectives and a wider range of description Making own books Use key features of narrative in own writing Understand unfamiliar

	Retelling stories Engages in story talk Engages in mark-making in their play.					vocabulary Decode longer words
Maths	Sorting/matching Comparing groups Place value– numbers to 3	Comparing groups Place value-numbers to 6	Comparing groups Place value-numbers to 9	Addition and subtraction Place value numbers to 12 Shape and space	Patterns One more/One less Number facts to 5 Measures Number facts to 10 Tens frames Doubles	Halving and sharing Adding by counting on Take away by counting back Odds/evens Partitioning Exploring more complex patterns Counting to 20
Understanding the world History		Talk about past and present events in their lives	Talk about favourite celebrations	Find out about families and traditions	Use words and phrases like old, new, a long time ago, before and next	Talk about past and present events in their lives
Understanding the world Science	Discuss what plants need to grow. Talk about different types of weather.	Light sources Properties of water	Investigate light sources Floating and sinking	Growth Names of flowers. Name the parts of a plant.	Farm animals and their young Life cycles	Name, sort and describe materials.
Understanding the world Geography		Describe their immediate environment using knowledge from observation, discussions, stories, non- fiction texts and maps.		Describe their immediate environment using knowledge from observation, discussions, stories, non- fiction texts and maps.	Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps or globes.	
Understanding the world ICT	Completes a simple programme on the computer.	Uses ICT hardware to interact with age appropriate programmes.	Explore a range of real world technology. Observe technology around them such as automatic doors (lower school entrance and cash points at		Take photographs on the Kindles of children learning	

			Sainsburys.			
Expressive Art and Design. Being Imaginative And Exploring and using media and materials DT	<p>Drawing – self-portraits for sketch books.</p> <p>Can draw accurate drawings of people.</p> <p>Can use drawings to tell a story.</p> <p>Enjoy using playdough and other malleable materials.</p> <p>Cut shapes using scissors.</p> <p>Distinguish between healthy and unhealthy food.</p>	<p>Can use a range of tools To make coloured marks on paper.</p> <p>Can experiment with and use Primary colours.</p> <p>Can mix colours.</p> <p>Can use scissors using one hand to cut material with some planned effect and intention.</p>	<p>Can use a range of tools To make coloured marks on paper.</p> <p>Can experiment with and use Primary colours.</p> <p>Can mix colours.</p> <p>Pointillism using Seurat paintings.</p> <p>Enjoy using playdough and other malleable materials.</p> <p>Explore how a variety of materials can be joined using glue and selotape.</p>	<p>Can make simple repeating patterns printing</p> <p>Can use simple symmetry.</p> <p>Can experiment with and use Primary colours.</p> <p>Can mix colours.</p> <p>Focus on planning and design. Children are encouraged to plan a design before they create it in the areas eg construction/ treasure modelling/ playdough.</p> <p>During CP discuss the materials and techniques the children might use and why.</p>	<p>Can weave on different frames outside and inside.</p> <p>Can experiment with and use Primary colours.</p> <p>Can mix colours.</p> <p>Enjoy using playdough and other malleable materials.</p> <p>Observational using Van Gogh's Sunflower.</p> <p>Cooking- consider hygiene and safety(CLEOOPS document H/S) when preparing a dish. Observe simple techniques of preparing food(fruit kebabs/decorating buns.)</p>	
Music	<p>Singing collectively Using the thinking voice.</p> <p>Sing individually in the song Doggie Doggie.</p>	<p>Use percussion instruments holding and playing them correctly.</p> <p>Mark the pulse with a tambour or body</p>	<p>Use instruments to accompany a song.</p> <p>Sing collectively.</p> <p>Mark the pulse on a tambour.</p>	<p>Accompany a song with actions.</p> <p>Mark a rest in music.</p>	<p>Sing a song at a slower and faster rate.</p> <p>Change the words of a song.</p> <p>Find the singing voice – sing individually.</p>	<p>Sing collectively.</p> <p>Use instruments to accompany a song.</p> <p>Mark the pulse on a tambour.</p>

		movements.				
RE	<p>What times are special and why.</p> <p>Say why Sukkot is a special time for Jewish people.</p> <p>Say why Diwali is a special time for Hindus.</p> <p>Recall a simple story connected with Diwali.</p> <p>Say why Christmas is a special time for Christians.</p>	<p>What times are special and why.</p> <p>Say why Sukkot is a special time for Jewish people.</p> <p>Say why Diwali is a special time for Hindus.</p> <p>Recall a simple story connected with Diwali.</p> <p>Say why Christmas is a special time for Christians.</p>	<p>Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Hear and understand stories from the Bible eg Feeding of the 5000, Jesus walking on water. Use the story sack for Diwali celebration role play.</p>	<p>Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Hear and understand stories from the Bible eg Feeding of the 5000, Jesus walking on water. Use the story sack for Diwali celebration role play.</p>	<p>Talk about what is special about our world.</p> <p>Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.</p> <p>Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens.</p> <p>Talk about what people do to mess up the world and also how people look after.</p>	<p>Talk about what is special about our world.</p> <p>Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.</p> <p>Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens.</p> <p>Talk about what people do to mess up the world and also how people look after.</p>
Physical Development	<p>Uses bike and understands the importance of wearing a helmet.</p> <p>Throwing and catching with bean bags.</p> <p>Use stilts negotiating space successfully.</p>	<p>Uses bike and understands the importance of wearing a helmet.</p> <p>Throwing and catching with bean bags.</p> <p>Use stilts negotiating space successfully.</p>	<p>Uses bike and understands the importance of wearing a helmet.</p> <p>Able to change direction.</p> <p>Throwing and catching with a ball.</p> <p>Making obstacle courses – use positional</p>	<p>Uses bike and understands the importance of wearing a helmet.</p> <p>Able to change direction.</p> <p>Throwing and catching with a ball.</p> <p>Making obstacle courses – use</p>	<p>Uses bike and understands the importance of wearing a helmet.</p> <p>Able to change direction.</p> <p>Making obstacle courses – use positional language.</p>	<p>Uses bike and understands the importance of wearing a helmet.</p> <p>Able to change direction.</p> <p>Ball skills and teamwork.</p> <p>Roll a ball using 2 hands.</p> <p>Roll a ball using two hands and chase it.</p> <p>Shows increasing control over a ball by pushing, throwing and kicking it.</p>

			language.	positional language.		Understands simple rules and directions.
Personal, Social and Emotional	<p>Use circle games to aid co-operation-link to music.</p> <p>Read stories about separating from adults eg The Owl Babies.</p> <p>Create carpet and class rules. Introduce ‘green’ behaviour.’</p>	<p>Use feelings Big Book. Encourage children to understand and use a range of language not just happy and sad.</p> <p>Talk about favourite activities or places that children like visiting outside of school.</p>	<p>Share photos of when we were babies. Talk about what you can do now compared to when you were a baby.</p> <p>Discuss how we are all good at different things.</p>	<p>Talk about how we feel when we are proud of ourselves.</p> <p>Read Zog by Julia Donaldson</p> <p>I can say what I need and ask for help.</p> <p>Read and discuss Gloria is embarrassed from Storylines by Ros Bailey.</p>	<p>Begin to understand that is someone leaves me they still love me. Talk about different types of families.</p> <p>Talk about what makes us sad or angry. Sing the feelings song from the Sing Up web site.</p>	<p>Talk about what is fair and unfair. Read and discuss The Toddlers and the ball – Storylines by Ros Bailey.</p> <p>Discuss how we have changed since we started school. What can we do now that we couldn’t do when we started school eg read a book.</p>