

EYFS

Half Term	Context	Intent- Skills & Knowledge	Implementation	Impact
1	a) Flashing Lights! (Emergency Services) Burglar Bill Emergency!	<p>PD</p> <ul style="list-style-type: none"> • Develop control and balance safely • Negotiate environment • To move around the classroom safely • Handle tools effectively • Manage own needs when going to the toilet <p>PSED</p> <ul style="list-style-type: none"> • To speak with confidence to a familiar adult • Turn taking • Know the rules that keep us safe • Manages behaviour in new situations <p>C&LL</p> <ul style="list-style-type: none"> • Understand What people are saying • Use words and sentences properly • Speak clearly • Look listen and take turns <p>Literacy</p> <ul style="list-style-type: none"> • Phase 1 phonics –nursery • Blending and segmenting • Phase 2 to phase 3 	<p>Screening</p> <p>Pencil grip- check all children then target groups of children for interventions which will be run by EYP/TA. Lots of manipulative activities using different tools – rolling pins. Outside do 5mins daily gross motor activities, circles, horizontal and vertical movements.</p> <p>Trips</p> <p>Visit local fire station</p> <p>Ideas</p> <p>Climbing ladders</p> <p>Scooters / bikes</p> <p>Negotiating space- police chase, blue light ambulance etc.</p> <p>Fire alarm drills</p> <p>Right and wrong</p> <p>Fire safety</p> <p>People in the community</p> <p>Trip Expectations</p> <p>Teacher is modelling writing area always promoting writing for a reason.</p>	<p>Children to be working within 40-60 emerging</p>

	<p>b) In the Woods</p> <p>We're Going on a Bear Hunt</p> <p>Owl Babies</p> <p>Where's My Bear</p>	<p>PD</p> <ul style="list-style-type: none"> • Develop control and balance safely • Negotiate environment • To move around the classroom safely • Manage own needs when going to the toilet • Handle tools effectively • Dresses self <p>PSED</p> <ul style="list-style-type: none"> • To speak with confidence to a familiar adult • Turn taking • Know the rules that keep us safe • Separate from main career <p>C&LL</p> <ul style="list-style-type: none"> • Understand What people are saying • Use words and sentences properly • Speak clearly • Look listen and take turns <p>Literacy</p> <ul style="list-style-type: none"> • Phase 1 phonics –nursery • Blending and segmenting • Phase 2 to phase 3 	<p>Screening</p> <p>Pencil grip- check all children then target groups of children for interventions which will be run by EYP/TA. Lots of manipulative activities using different tools – rolling pins. Outside do 5mins daily gross motor activities, circles, horizontal and vertical movements.</p> <p>Trips</p> <p>Go to park – using their bodies in different ways e.g. climbing, pushing, pulling</p> <p>Oxleas Wood / Lessnes Woods</p> <p>Ideas</p> <p>Family trees</p> <p>Den building</p> <p>Bear Hunt</p> <p>Forest School Rules</p> <p>Teacher is modelling writing area always promoting writing for a reason.</p>	<p>Children to be working within 40-60 emerging</p>
<p>2</p>	<p>a) Winter</p> <p>Betty the Yeti</p> <p>The Gruffalo's Child</p> <p>Stickman</p>	<p>UW</p> <ul style="list-style-type: none"> • Compare environments between home and elsewhere • Make observations of animals • To know how to look after the environment • 	<p>Trips</p> <p>Theatre- Stickman Show?</p> <p>Ideas</p> <p>Seasonal changes</p> <p>Observation of winter animals</p>	<p>Children to be working within 40-60 developing</p>

<p>b) Celebration</p> <p>Birthdays -Kipper's Birthday</p> <p>Diwali</p> <p>Christmas -The Snowman</p> <p>The Jolly Postman</p>	<p>UW/ People and Communities</p> <ul style="list-style-type: none"> • Talk about past events • Compare similarities and differences • Talk about traditions • Listen and respond to music from a range of cultures <p>EAD</p> <ul style="list-style-type: none"> • Knows how to mix secondary colours, explores with primary • Creating collages using and selecting tools and materials • To represent ideas as role play • Sings songs from other cultures <p>PD</p> <ul style="list-style-type: none"> • Dresses Self- zip coats, hat, scarf and gloves <p>Literacy</p> <ul style="list-style-type: none"> • Phase 1 phonics –nursery • Blending and segmenting • Phase 2 to phase 3 <p>Maths</p> <ul style="list-style-type: none"> • Understanding the quantity of a number • Sequencing of numbers • 1:1 correspondence • Conservation of number • Shape and space focus on the use of vocabulary 	<p><u>Trips</u></p> <p>Party in school for Kipper</p> <p>Christmas Pantomime</p> <p><u>Ideas</u></p> <p>Birthdays – class toys, invitations, lists for party, birthday cards, food</p> <p>Diwali sticks and information booklet, drama acting out story</p> <p>Present wrapping, ribbon length</p> <p>Dance sequence</p>	<p>Children to be working within 40-60 developing</p>
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3	<p>a) Castles</p> <p>There was a Young Dragon that Swallowed a Knight</p> <p>The Bravest Knight</p> <p>Shh!</p> <p>Jack and the Beanstalk</p>	<p>PD</p> <ul style="list-style-type: none"> Handles pencils effectively for writing and mark making <p>PSED</p> <ul style="list-style-type: none"> Able to work as part of a group To discuss their own and others feelings Show patience and collaboration when working in a group <p>C&LL</p> <ul style="list-style-type: none"> Children listen in a range of situations Anticipate key events in stories Ask how and why questions Develop own narratives <p>Technology</p> <ul style="list-style-type: none"> Use a camera Use a computer to create a storyboard 	<p><u>Trips</u></p> <p>Hever Castle</p> <p>Sevendroog Castle</p> <p>Tower Bridge</p> <p>Children’s Story Centre –Stratford</p> <p><u>Ideas</u></p> <p>Construction of dens and castles, safety in a castle, moats in sand, catapults, knights, princesses, who lives in a castle, why are castles built?, who lives in a castle?</p> <p>Take photographs when on trip</p> <p>2Simple storyboard</p> <p>Hot seat characters</p>	Children to be working within 40-60 secure
	<p>b) Traditional tales</p> <p>Little Red Hen</p> <p>The Gingerbread Man</p> <p>The Enormous Turnip</p> <p>Tales from other cultures centred on cohort demographic (Cucu, Very Foolish Timid Rabbit,</p>	<p>PD</p> <ul style="list-style-type: none"> Handles pencils effectively for writing and mark making Understand importance of healthy diet <p>PSED</p> <ul style="list-style-type: none"> Able to work as part of a group To discuss their own and others feelings Show patience and collaboration when working in a group 	<p><u>Trips</u></p> <p>Library</p> <p>Bakery</p> <p>Story telling – Discovery Centre</p> <p><u>Ideas</u></p> <p>Pie Corbett – actions, learning through actions and speaking, making bread</p>	Children to be working within 40-60 secure

	Anansi)	<p>C&LL</p> <ul style="list-style-type: none"> • Children listen in a range of situations • Anticipate key events in stories • Ask how and why questions • Develop own narratives • Follow instructions <p>Technology</p> <ul style="list-style-type: none"> • Use a camera • Use a computer to create a storyboard 	<p>Culture, parent involvement</p> <p>Make bread</p> <p>Plant seeds</p>	
4	<p>Biscuit Bear</p> <p>Toy Story</p> <p>Toys in Space</p> <p>Stanley's Stick</p> <p>a) Toys</p>	<p>UW- The world</p> <ul style="list-style-type: none"> • How things work • How things fit together <p>PSED, A&D</p>	<p><u>Trips</u></p> <p>Museum of London</p> <p>Bethnal Green Toy Museum</p> <p><u>Ideas</u></p> <p>Create their own film</p> <p>Make a toy</p> <p>Share experiences of toys</p> <p>Looking at past and present</p> <p>Workshop to make toys</p> <p>Wood work</p>	Children to be working within 40-60 secure
	<p>b) Water</p> <p>Rainbow Fish</p>	<p>UW, A&D</p>	<p><u>Trips</u></p> <p>Aquarium</p>	Children to be working within 40-60 secure

	<p>Bog Baby</p> <p>Billy's Bucket</p> <p>Non-fiction Under the Sea</p>		<p><u>Ideas</u></p> <p>Profiles for own sea creatures, use water trays to explore water, pipettes, syringes etc.</p> <p>Forest school, making own bog babies</p> <p>Bog baby in the pond</p> <p>Making own bucket – what will they find inside?</p>	
5	<p>a) Healthy Living</p> <p>Burger Boy</p> <p>I will not never ever eat a tomato</p> <p>Handa's Surprise</p>	PD, UW, PSED	<p><u>Trips</u></p> <p>Supermarket</p> <p>Restaurant</p> <p>Tesco</p> <p><u>Ideas</u></p> <p>Fruit salad</p> <p>Make a healthy cafe for parents to attend</p> <p>Children run a healthy gym!</p> <p>Changes in the body</p>	Children to be working within 40-60 ELG
	<p>b) Living Things</p> <p>Rumble in the Jungle/ Farmyard Hullabaloo/ Mad about minibeasts</p>	UW, PSED	<p><u>Trips</u></p> <p>Mudchute Farm</p> <p><u>Ideas</u></p> <p>Growing butterflies/ chicks</p>	Children to be working within 40-60 ELG

	<p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p>		<p>Forest school, bug hunts, stick insects</p> <p>How things live, looking after living things (plants etc)</p>	
6	<p>a) Shipwrecked</p> <p>The Storm Whale</p> <p>Lost and Found</p> <p>Grandad's Island</p>	UW, PD	<p><u>Trips</u></p> <p>Cutty Sark</p> <p><u>Ideas</u></p> <p>Treasure maps</p> <p>Building ships</p> <p>Survivors kit</p> <p>Message in a bottle</p> <p>If I was stuck on an island I would take...</p> <p>Feelings</p> <p>Postcards home</p>	Children to be working within 40-60 ELG
	<p>b) Around The World</p> <p>Animal book – information text</p> <p>Tiger Child</p> <p>My mum is a Supermum</p>	UW, PSED	<p><u>Trips</u></p> <p>Horniman Museum – workshop</p> <p>Kidzania</p> <p><u>Ideas</u></p> <p>Africa, China, Europe</p> <p>Barnaby Bear – writing postcards to a school around the world</p>	Children to be working within 40-60 ELG

			<p>Large maps/ globes, making Dim Sum, parents come in to show.</p> <p>Parents afternoon – talk about your culture</p> <p>Where in the world map</p>	
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