

<b>EYFS INTENT</b>						
Half Term Enquiry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where am I?	What happens when the sun sets?	Castles	Our Farms	Nottinghamshire's Forests	The River Trent and The Seaside
<b>Books</b>	Not a Box Not a stick Monkey Nut The Dot The Lion Inside Some Dogs Do My History My Body The Brilliant Beat	Firework poetry Day and night Eyes Light and Dark Whatever Next Peace at Last How The Grinch Stole Christmas	Robin Hood Castles George and The Dragon Rapunzel Princess and The Pea	Farmer Duck What the ladybird heard My Bean Diary Oliver's Vegetables Oliver's Milkshake A Year at a Farm A Day at Greenhill Farm	Here We Are Stuck Dear Greenpeace Greta and The Giants Little Red Riding Hood The Gruffalo Plants Where The Forest Meets the Sea	Where the wild things are The Little Rain Drop The Train Ride Mrs Armitage and The Big Wave Snail and the Whale
<b>Physical Development</b>	Gross Motor Skills					
	Speed Agility Travel Unit 1/2	Body Management Unit 1/2	Dance Unit 1/2	Gymnastics Unit 1/2	Manipulation & Coordination Unit 1/2	Cooperate & Solve Problems Unit 1/2
	Fine Motor Skills					
	show preference for a dominant hand to pick things up  make lines and circles to make recognisable letter shapes	use a pincer grasp  Write name and form Set 1 letters correctly	Use a tripod grasp write letters and numbers and draw pictures with control	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.		



**Fisted Grasp and**

**Fist grip.** Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.



**Palmer Grasp and**

**Four-finger grip.** As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.



**Five finger Grasp and**

**Pincer grip.** Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.



**Tripod Grasp (Three finger)**

Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

**Personal Social and Emotional Development**

**Self Regulation**

**Building blocks to develop self regulation**

- Independently explore familiar environment and select own activities
- More confident with unfamiliar adults and social situations
- Ask adults for help when needed
- Parallel play develops into cooperative play
- Able to talk freely with other children and adults
- Understand instructions (less defiance)
- Have sense of responsibility eg know that have to help at tidy up time
- Respond to positive praise

**Building blocks to secure self-regulation:**

- Understanding turn taking
- Show resilience
- Understanding the intent of an activity
- Strategies for staying calm
- Be able to see another's point of view
- Work with other adults and children
- Working in other area
- Valuing the experience not outcome always
- Turn taking, waiting
- Looking after equipment
- Expressing needs
- Able to set own goals
- Conflict resolution
- Follow set boundaries within environment
- Ignore distractions and be able to focus attention on something else
- Be able to cope with a change in routine
- Follow several instructions

**Managing Self**

I am aware of my own feelings

I understand my actions affect other people

I can usually adapt my behaviour to different events, situations, changes in routine

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;

I can toilet myself and wash my hands

I can keep my face clean during the day

					Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>Building Relationships</b>					
I can demonstrate friendly behaviour  <b>*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</b>	I can initiate play and offer cues for others to join me	I can play in a group and extend/elaborate on ideas.  Takes steps to resolve conflicts with other children, e.g. finding a compromise.			Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
<b>Jigsaw Curriculum</b>					
Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Online Safety Curriculum</b>					
Technology rules: sign responsible use agreements Systems, Privacy and Security	Online bullying strand	Digital Footprint Strand	Well-Being and Lifestyle Strand	Relationships and Self Image strand	Copyright, creative credit and quality.
<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>				
	I can respond to a string of requests (one after another but not quickly)  I can turn and listen to my friends or my teacher  I can point to specific things within a story or picture	I can listen to and follow an instruction  I can ask and respond to 'why' questions  I look at someone when they are speaking to me	I can listen to a whole story and comment on what is happening  I can have a conversation and I can respond to the opinions of others  I can talk about family routines and special occasions		Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back and forth exchanges with their teacher and peers.
	Able to play and listen at the same time Able to listen to and talk about stories with understanding Can listen and understand a story told without pictures or props Listen attentively and respond to what they hear with relevant questions in small and large group To join in and remember songs and rhymes Engage in storytimes./ news book time with questions and answers Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage with non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Use Drawing Club planning to teach vocabulary, character, setting, story sequencing.				

Able to understand a three -part instruction without delay  
 To pay attention and focus for up to 20 mins  
 Can understand the humour in funny stories, rhymes and jokes  
 Can hold a conversation, responding appropriately to others  
 Understand how to listen carefully and why listening is important.  
 Listen to and talk about stories to build familiarity and understanding.  
 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  
 Make comments about what they have heard and ask questions to clarify their understanding;  
 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

<p>Link simple sentences together</p> <p>use new and existing vocabulary to name and identify objects in the environment or which are being taught</p> <p>Participate in small group, and one to one discussions, offering their own ideas, using recently introduced vocabulary;</p>	<p>explain in simple sentences, including ordering, stating what has happened and what might happen</p> <p>Use vocabulary to express knowledge and imaginary events in teacher led activities and/or in play</p> <p>Participate in class discussions offering their own ideas, using recently introduced vocabulary;</p>	<p>Express my ideas about my learning to friends and adults and am beginning to use new vocabulary in my explanations</p> <p>Express ideas and feelings using sentences with some errors in tenses, grammar and word choices</p> <p>Use story language and ideas to create imaginary events, storylines and themes and sustain imaginary play situations</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate;        Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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To use language to imagine and recreate roles and experiences in play situations.  
 To link statements and stick to a main theme or intention.  
 To use talk to organise, sequence and clarify thinking, ideas, feelings and events.  
 To introduce a storyline or narrative into their play.  
 To explain own knowledge and understanding.  
 Able to talk about non-fiction books using new knowledge and vocabulary  
 Can retell a story in the correct sequence with detail  
 Articulate their ideas and thoughts in well-formed sentences.  
 Connect one idea or action to another using a range of connectives.  
 Describe events in some detail.  
 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
 Develop social phrases.  
 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  
 Learn rhymes, poems and songs.  
 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  
 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  
 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  
 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding The World	People. Culture and Communities					
	Immediate Location Getting to know school. Getting to know Burton Joyce. Local animals/Pets	Village and City Festivals and activities people in Burton Joyce and Nottingham take part in.	Local Castles and maps Nottingham City, Nottingham Castle, Belvoir Castle	Local farming/land use Burton Joyce, Lowdham, Bulcote, Gunthorpe	Regional forests/woodlands/native trees North Nottinghamshire, Sherwood Forest,	Regional rivers, national map, contrasting location. North Sea, Lincolnshire, Cleethorpes,
	We're Special – Caring and Belonging	Special Times - Celebrations	Special Stories from the Bible	Jesus' Miracles A Special Time - Easter	Jesus's Stories – A Special Person	A Special Place – At Church with Ted
	Past and Present					
	My history: baby, toddler, child.	Victorian Christmas Queen Victoria	History of castles: Nottingham and Belvoir Queen Elizabeth II, Queen Joan, William the Conqueror	Farming in the past, John Froelich Tractor, Stoke Bardolph ferry	Forestry in the past and present: machinery	Victorian Seaside Holidays
	The Natural World					
	Body parts and keeping our body healthy Local animals	Space Light Nocturnal animals	Materials and properties	Living things and growth-plants, farming, farm animals, life cycles	Living things and growth- forest and arctic creatures	Materials – floating and sinking Living things and growth-sea creatures
<b>Computing: Create and Code</b>	Photography and Sound Dot Day digital art Look at online maps. Use TTS mics in role play.	Photography and Drawing: Poppy PhotoBooth art Use IWB Pictogram software for animal hunts Shape photo hunt.	Video and Coding: Make films of role play Coding	Video and Coding:  Chatterpix photo animations of characters Coding	Video and Coding:  Chatterpix photo animations of characters Coding	Data and Sound:  Look at online maps.

	Make class local book					
<b>Expressive Arts and Design</b>	<b>Being Imaginative and Expressive</b>					
	<p>Performing: Singing and repeating rhythms. Explore start and stop in music.</p> <p>Sing from memory simple nursery rhymes.</p> <p>Review/ evaluate: Thought question: Did we start at the same time? Did we stop together.</p> <p>Listening: Move to music which explores fast and slow.</p>	<p>Compose: Use repeated patterns (clapped or played on percussion instruments)</p> <p>Clap/repeat rhythms form memory.</p> <p>Make up short rhythm compositions thinking about long and short sounds.</p> <p>Listening: Identify in pieces where notes go high and low. Notice through movement, where the pulse of music ( tempo) has changed.</p>	<p>Perform: Use classroom percussion to produce different timbres. Use percussion instruments to accompany singing or a poem- class composition.</p> <p>Listening: Listen to a range of nursery rhymes and sing along in unison.</p>	<p>Compose: Colour compositions – whole class. Explore pitched instruments including chimes, voice and recorders. Create sound pieces to reflect a picture or mood as a class. Perform compositions as a class</p> <p>Evaluate: Did we make the best sounds we could on our instruments? How could we control our instruments better?</p> <p>How could we put our pieces together – what order should we all play? What words or signs might help us to play at the correct time?</p>	<p>Perform: Sing simple songs in unison without a performance track to help us. Sing in tune and from memory.</p> <p>Listening: Follow the shape of melodies using pointy fingers.</p> <p>Change from high to low pitch on a tuned instrument, following direction from teacher.</p>	<p>Compose: Use graphics to create a way of playing musical ideas.</p>
	<b>Creating With Materials</b>					
	<p><b>Link to Geog (Homes) and Science (Body parts)</b></p> <p><b>Drawing-</b> develop control when drawing simple shapes using a range of materials.</p> <p><b>Craft</b> – make simple pictures by cutting, sticking and collaging a range of textures.</p> <p><b>Printing</b> – printing blocks from materials they have cut shaped or moulded</p> <p><b>Artist – Paul Klee (Abstract 20<sup>th</sup> C)</b></p>		<p><b>Link to History &amp; Lit (Castles &amp; Fairytales)</b></p> <p><b>Science (Living Things &amp; Growth)</b></p> <p><b>Drawing-</b> shade areas and shapes as neatly as they can.</p> <p><b>Painting</b> – uses brushes correctly and blend colours in a palette mixing primary colours, exploring light and dark.</p> <p><b>Artist – Mary Blair (Modernist 20<sup>th</sup> C)</b></p> <p><b>Van Gogh (Post Impressionism 19<sup>th</sup> C)</b></p>		<p><b>Link to Science (Living Things &amp; Growth)</b></p> <p><b>Drawing-</b> draw things from observation or imagination in different ways to create different effects.</p> <p><b>Sculpture</b> – cut, form and join familiar shapes into models.</p> <p><b>Computers</b> – taking photos on digital camera learning to focus and position.</p> <p><b>Artist – Andy Goldsworthy Sculptures</b></p> <p><b>Various forest drawings &amp; photos</b></p> <p><b>Claude Monet (Impressionism) &amp; Honuksai (19<sup>th</sup>)</b></p>	
<p>Structures – make a photo frame joining paper straws to card with PVA. Making animal masks</p> <p>Mechanisms – skeleton paper fastener puppet</p>	<p>Textiles: make a waterproof coat for Baby Bear – testing fabric and gluing onto bear template.</p> <p>Structures: make a salt dough Christmas tree decoration, using cutters</p>	<p>Structures: make a castle model (junk modelling) joining with tape and glue</p> <p>Food – make a fruit salad (chopping)</p> <p>Pancake day (spreading topping and mixing of ingredients)</p>	<p>Food – pizza making (spreading ingredients with tools, rolling dough)</p> <p>Mechanisms – tractor toy with dowel/wheels. Easter card with paper fastener/opening egg</p>	<p>Structures: using natural materials to make animal models – joining with clay.</p>	<p>Structures: make boats that float and are waterproof</p>	
<b>Literacy</b>	<b>Comprehension</b>					
	Follow Read, Write Inc reading scheme					

	<b>Word Reading</b>					
	Follow Read, Write Inc phonics scheme					
	<b>Writing</b>					
	Labels, Speech Bubbles Name Letters and shapes	Labels, Captions, Initial sounds	Captions, repeated sentence starters, speech bubbles, thought bubbles, full stops, 3 sounds in words	Repeated sentences, full stops	Varied sentence writing finger spaces, capital letters, full stops.	Varied sentences with finger spaces, capital letters, full stops. Story sentences. 2 clause sentences.
<b>Mathematics</b>	<b>Number</b>					
	Representing/Comparing/Composition of 1 2 3 Representing Numbers to 5 One more and one less		Introduce 0 Composition of 4&5 Introduce 6 7 8 Introduce 9 10 Numberbonds to 10		Numbers beyond 10 Doubling, sharing and grouping	
	<b>Numerical Patterns</b>					
	Match, sort, compare amounts to 5		Compare numbers to 5 Make pairs of 6 7 8 Combine 2 groups Compare 10		Counting patterns beyond 10 Adding more Taking away Even and odd numbers	
	<b>Shape, Space and Measure</b>					
Size, Mass, Capacity comparing Exploring pattern Circles and Triangles Positional Language Shapes with 4 sides Time		Compare Mass and capacity Length and Height Time 3D Shape Pattern		Spatial reasoning: math. Rotate and manipulate shapes Compose and decompose shape Visualise and build with shape Deepening understanding of patterns and relationships between numbers to 20 Spatial reasoning of shape: mapping		