

Year A Berrycroft EYFS	Term 1 – Who am I?	Term 2 – Christmas & child led	Term 3 – Will you read me a story?	Term 4 – Child-led - Dinosaurs	Term 5 – Child-led - Superhero es	Term 6 – What can you see in the summer?
WOW Days	Parents in for stay and play sessions? Food tasting Chatterboxes	Roves Farm Nativity performance	Taking a walk around the village Themed day – traditional tales	Going to see the lambs being born at Berrycroft farm	Themed day depending on topic Aquarium	EYFS fun day at end of year? Trip to Cotswold wildlife park/water park/Weston? Sports Day
Class Book(s)	It's Okay to be Different Funnybones Look out! How we use our five senses! What makes me a me?	Nativity story Stick man Snowballs The Crayon's Christmas A Pirate's Night Before Christmas	Goldilocks and the 3 Bears Suddenly! Little Red Riding Hood The 3 Little Pigs Jack and the Beanstalk The 3 Billy Goats Gruff	The growing Story Spring-themed books	Themed topic books	The Lighthouse Keeper's Lunch Billy's Bucket Seaside Poems Kipper's Sunny Day Pirates Love Underpants Sharing a Shell
Final Outcome	Children can talk about what makes them special and differences between themselves and others. Children will all have next steps, initial observations in every area of learning and a baseline assessment will be completed. Gaps in learning will be identified.	Children join in with a special religious event at school and perform to their families	Children gain a repertoire of traditional tales that they are able to retell independently.	Children's interests will be followed for further engagement and progress.	Children's interests will be followed for further engagement and progress.	Children will gain an understanding of the different seasons, particularly what kinds of things/events may occur in summer. Children will be prepared to transition to their new year group/class.
Physical Development	Gross Motor Skills PE – introducing a sport and controlling a ball Go Noodle coordination dances Cosmic Kids Yoga Climbing equipment outside Large scale mark making Fine Motor Skills Introduce dough disco Playdough area in classroom Tweezer activities Drawing self portraits Identifying everyone's pencil grip.	Gross motor skills Addressing gaps in physical development. Playing hockey in PE. Balancing skills Large scale mark making Fine motor skills Dough Disco Cutting skills focus Working on children's pencil grips and name writing	Gross Motor Skills Catching and throwing in PE Fine Motor Skills Dough disco. Pencil control activities	Gross Motor Skills Balancing and coordination in PE Fine Motor Skills Dough disco Pencil grip focus	Gross Motor Skills Team games in PE Different types of movement, including skipping and hopping Fine Motor Skills Forming most letters correctly Scissor skills	Gross Motor Skills Sports Day Team games Fine Motor Skills Children using tripod grip Pencil control and handwriting practise.

<p>Communicati on and Language</p>	<p>Listening, attention and understanding Introducing carpet time and daily routines using visual timetable Story times on carpet observing who can listen to stories and respond</p> <p>Speaking Carpet time activities in small groups Open-ended questions Observing tenses in children's speech</p>	<p>Listening, attention and understanding Continuing with carpet times and daily routines</p> <p>SPIRAL sessions set up</p> <p>Tales Toolkit sessions</p> <p>Speaking Tales Toolkit sessions.</p> <p>SPIRAL sessions set up.</p> <p>Smaller carpet time groups to focus on getting all children to speak</p>	<p>Listening, attention and understanding SPIRALS sessions ongoing Encouraging children to ask questions themselves during carpet time</p> <p>Speaking Start Tales Toolkit floorbook.</p> <p>Story sacks for traditional tales</p>	<p>Listening, attention and understanding Naming and learning about different dinosaurs</p> <p>Volcano science experiment</p> <p>Build up a repertoire of dinosaur themed stories</p> <p>SPIRALS</p> <p>Speaking Children retelling stories using a range of vocabulary.</p> <p>Children consistently following simple instructions.</p> <p>Observe children's vocabulary during science experiments</p>	<p>Listening, attention and understanding Thinking about different types of superheroes and people who help us. Children to engage in discussions on the carpet.</p> <p>SPIRALS</p> <p>Speaking Circle times.</p> <p>Retelling stories independently.</p> <p>Tales Toolkit - using more storybook language.</p> <p>Superhero role play to encourage children to express their own ideas and feelings about their experiences</p>	<p>Listening, attention and understanding Reading familiar stories without pictures or prompts Children asking their own questions Providing explanations for their answers Responding to others SPIRALS</p> <p>Speaking Using a range of vocabulary from stories (Tales Toolkit) Focus on tenses</p>
<p>PSED</p>	<p>Self-regulation New routines Visual timetable Understanding emotions PSHE activities on emotions</p> <p>Managing Self Putting on coats and shoes independently Beginning to get changed for PE without support</p> <p>Building relationships New routines Separating from parents at beginning of day Learning to play and cooperate with other children</p>	<p>Self-regulation Embedding routines Understanding and beginning to manage emotions Taking turns and learning about patience</p> <p>Managing Self Building confidence through nativity performance Following classroom rules Changing for PE mostly independently</p> <p>Building relationships Taking turns Understanding the needs of others</p>	<p>Self-regulation Understanding the needs of others (link to school value if possible) Following instructions in adult led activities</p> <p>Managing Self Trying new, adult-led activities Understanding and following classroom rules Understanding the needs of others Managing most personal needs independently</p> <p>Building relationships Team building activities (role play/den building)</p>	<p>Self-regulation Learning journey self-reflections/target setting</p> <p>Managing Self Resilience/growth mindset</p> <p>Children have responsibility in classroom</p> <p>Building relationships Circle times/parachute games</p>	<p>Self-regulation Setting own goals/planning for success</p> <p>Managing Self Perseverance/growth mindset</p> <p>Building relationships Friendships Circle times/parachute games</p>	<p>Self-regulation Thinking about the future – setting goals and wishes</p> <p>Managing Self Independence in managing self and accessing classroom Transition work for Year 1</p> <p>Building relationships Transition work for Year 1</p>
<p>Religious Education</p>	<p>What should we celebrate together? Birthdays, Diwali, Chanukah, Guy Fawkes, Purim and Harvest.</p>	<p>Why do Christians perform Nativity plays at Christmas? Practising for the Nativity play and learning about the Nativity story.</p> <p>Start floor book for RE</p>	<p>Is the word God special?</p>	<p>Why do Christians put a cross in an Easter Garden?</p>	<p>Are some foods special?</p>	<p>Why is the world so important to Christians?</p>
<p>Literacy</p>	<p>Comprehension Daily stories on the carpet Stories about everyday life and ourselves as a</p>	<p>Comprehension Tales toolkit – children beginning to retell and make up their own stories</p>	<p>Comprehension Retelling a range of traditional tales</p> <p>Tales Toolkit – creative and traditional tales</p>	<p>Comprehension Sharing dinosaur themed texts on the carpet</p> <p>Tales Toolkit – using new</p>	<p>Comprehension Sharing superhero/people who help us texts on the carpet</p>	<p>Comprehension Children retelling stories using Tales Toolkit and Talk 4 Writing</p>

	<p>focus on the book-shelf Introducing Tales Toolkit on the carpet</p> <p>Word reading Phase 1 phonics in large carpet sessions as well as separately with Reception Reception to take Lilac reading books home at beginning of 3rd week.</p> <p>Writing Children writing their name Self portrait drawings</p>	<p>Daily stories on the carpet related to the time of year Weekly poem</p> <p>Word Reading Introducing phase 2 phonics in groups Reception to take phase 2 reading books home All children to recognise their name Library open for children to choose a book to take home</p> <p>Writing Mark making and introducing phonics phase 2.</p> <p>Reception name writing.</p> <p>Beginning to write CVC words</p>	<p>Talk 4 Writing</p> <p>Word Reading Continuing phase 2 Phonics in groups Little Berries Phase 2 skills</p> <p>Writing Continuing phase 2 phonics. Reception writing CVC words. Reception English books. Little Berries phase 1 skills.</p>	<p>vocabulary in their own story retellings</p> <p>Making predictions about key events in stories – how to grow a dinosaur</p> <p>Word Reading Starting Phase 3 phonics Little Berries Phase 1 Reading phase 2 and beginning phase 3 tricky words Reading simple sentences (weekly sentence) Red books going home</p> <p>Writing Reception writing CVC words/captions. Spelling simple words independently. Beginning to write sentences.</p>	<p>Tales Toolkit – using new vocabulary in their stories/narratives</p> <p>Role play enhanced to encouraged story retelling</p> <p>Word Reading Continuing/securing Phase 3 Securing reading tricky words Reading simple sentences (weekly sentence) Red reading books going home</p> <p>Writing Reception writing words and phrases. Beginning to look at how to structure a sentence. Preschool recognising their name.</p>	<p>Using new vocabulary in enhanced role play</p> <p>Word Reading Secure in phase 3/emerging phase 4 Reading a range of tricky words and CVC/CVCC words Reading sentences more fluently</p> <p>Writing Reception writing sentences and secure in Phase 3/emerging phase 4. Little Berries writing names and knowing some letter names.</p>
Maths	<p>Number White-Rose maths numbers 1-5</p> <p>Numerical Patterns Learning properties of numbers to 5 Sorting into groups Comparing quantities of identical objects My day</p>	<p>Number Numbers 1-5 mastery</p> <p>Subitising numbers to 5</p> <p>Numerical Patterns Comparing quantities of non-identical objects One more, one less</p>	<p>Number Numbers to 10 Number bonds to 5 Counting to 6,7, and 8 Counting to 9 and 10</p> <p>Numerical Patterns Comparing groups to 10 Combining two groups to find the whole</p>	<p>Number Number bonds to 10 (10 frame) Number bonds to 10 (part-whole model)</p> <p>Numerical Patterns Combining two groups to find the whole</p> <p>Spatial awareness 3D shapes 2D shapes</p>	<p>Number Counting to 20</p> <p>Numerical Patterns Making simple patterns Exploring more complex patterns Adding by counting on Taking away by counting back</p>	<p>Number Counting to 20</p> <p>Numerical Patterns Doubling Halving and sharing Odds and evens</p> <p>Length, height and distance Weight Capacity</p>
Understanding the World	<p>Past and present Looking at photos of themselves as babies. Looking at photos of their families and understanding more about their lives.</p> <p>Old phones/technology</p> <p>People, culture and communities Looking at stories about children from different cultures and point out similarities and differences. Looking at different celebrations</p> <p>The natural world Forest school activities</p>	<p>Past and present Learning about the nativity story</p> <p>People, culture and communities Celebrating Christmas, Diwali and Hanukah Remembrance Day Bonfire Night</p> <p>The natural world Looking at change in seasons – winter</p>	<p>Past and present Looking at traditional tales and comparing a modern version Comparing Goldilocks and the Three Bears' house and comparing it to our own houses.</p> <p>Traditional clothing</p> <p>People, culture and communities Chinese New Year, food tasting, looking at the country</p> <p>The natural world growing beans for jack and the beanstalk, porridge tasting for Goldilocks and the Three bears</p>	<p>Past and present Understanding more about dinosaurs and that they are now extinct</p> <p>People, culture and communities Celebrating Easter</p> <p>The natural world spring – change of seasons, minibeast investigations and habitats ducklings/chicks/tadpoles/visiting the farm</p>	<p>Past and present Real-life 'superheroes-police officers, firefighters, paramedics, doctors etc Dressing up clothes</p> <p>People, culture and communities People who help us in our community Looking at different 'special' religious foods</p> <p>The natural world planting and gardening outside</p>	<p>Past and present Old toys/beach toys Old clothes/beach clothes Traditional clothes/pictures as talking points Reflecting on themselves at the beginning of the year and now</p> <p>People, culture and communities Looking at different holiday destinations/travel agents role play?</p> <p>The natural world Floating, melting sinking/water play. Looking at sealife and beaches</p>

	<p>Observing natural objects</p> <p>Using natural objects to make a self portrait</p> <p>Scavenger hunt</p>					
<p>Expressive Arts and Design</p>	<p>Creating with Materials</p> <p>Junk modelling area</p> <p>Playdough area</p> <p>Building blocks and small toys put next to each other</p> <p>Mini-me small world dolls</p> <p>Being Imaginative and Expressive</p> <p>Role play set up as familiar setting – home corner</p> <p>Daily nursery rhymes</p> <p>Learning songs with actions</p>	<p>Creating with Materials</p> <p>Making a diva lamp</p> <p>Printing with tea bags, glitter, potatoes</p> <p>Making Christmas Cards</p> <p>Decorating/junk modelling, cutting and joining skills, construction</p> <p>Being Imaginative and Expressive</p> <p>Daily nursery rhymes</p> <p>Weekly music/dance/dram a session</p> <p>Christmas songs</p> <p>Inventing stories with Tales Toolkit</p> <p>Performing the nativity story</p>	<p>Creating with Materials</p> <p>Collaging and colour mixing</p> <p>Weaving, cutting and joining skills, construction – making houses for the characters in the stories</p> <p>Being Imaginative and Expressive</p> <p>Chinese dragon dancing, African drumming, adding percussion to stories</p>	<p>Creating with Materials</p> <p>Making Easter bonnets/baskets</p> <p>Mothers' Day cards</p> <p>Colour mixing/marbling /textures</p> <p>Making Easter nests and an Easter garden</p> <p>Being Imaginative and Expressive</p> <p>singing Easter songs</p> <p>Mothers' Day service</p> <p>Easter Service</p>	<p>Creating with Materials</p> <p>Cutting and joining skills</p> <p>Making puppets and observational drawings of plants</p> <p>Being Imaginative and Expressive</p> <p>Spring/animal themed nursery rhymes</p> <p>auditory discrimination and rhyme</p> <p>Moving in time to music</p>	<p>Creating with Materials</p> <p>Shades</p> <p>Patterns</p> <p>3D collage of seaside/beach scene</p> <p>Being Imaginative and Expressive</p> <p>Outdoor instruments.</p> <p>Songs and performances (Leavers' Service/class assembly)</p>