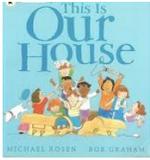
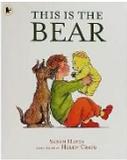
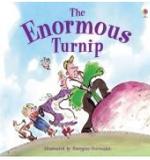
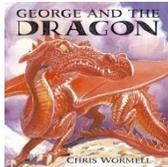
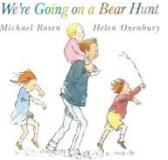


Cycle 2	Autumn 'Ourselves and Our Community'		Spring 'Our Country'		Summer 'Our World'	
Themes	Ourselves Our families Our school Harvest Autumn	How we and toys have changed over time Festivals of Light Christmas	Winter Traditional Tales: The Gingerbread Man	Castles Kings and Queens Spring Easter	Seeds and Plants Explorers Neil Armstrong- First moon landing	Australia Summer
Key Texts	This is Our House 	This is the bear 	The Enormous Turnip 	George and the Dragon 	Sunflower 	We're going on a bear hunt 
Author Collection	Julia Donaldson		Martin Waddell		Oliver Jeffers	
Events		Children In Need Remembrance Day Anti Bullying Week	Shrove Tuesday Safer Internet Day	Mother's Day World Book Day Comic Relief		Father's Day Sun Awareness Week
Visits/Visitors/Experiences	Exploring the school grounds Harvest	Museum loan box (toys) Warsop Library visit	Visit Warsop Church Warsop Library visit	Easter Service at Church Visit Warsop Fire Station Warsop Library visit	Warsop Library visit Caring for plants in school garden	Transition Sports Day Warsop Library visit Jungle Jo
Values	Introduce 4 school values/rules	We are kind and caring	Being the best I can be	Respecting myself and others	Keeping myself and others safe	Revisit all 4 key values
British Values	Rule of law and democracy	Tolerance	Individual Liberty	Respect	Rule of Law	Revisit all British Values

Communication and Language	Listening , Attention and understanding					
	<p>Knows to look and listen when an adult is speaking. Begins to pay attention to more than one thing at a time. Respond to a string of requests one after another (not quickly)</p>	<p>Understand how to listen carefully and know why listening is important.</p> <p>Ask and respond to ‘why’ and how questions.</p> <p>I can start a conversation with an adult or a friend</p>	<p>Play and listen to my friends at the same time and begin to respond appropriately with relevant questions, comments and actions.</p> <p>I am developing social phrases in my conversations.</p>	<p>I can understand who, why, when, where and how questions.</p>	<p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I can have a conversation with my teacher and peers, using some back and forth exchanges.</p>	<p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interaction. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>ELG: Make comments about what they have heard and ask questions to clarify their understanding.</p>
	Speaking					
	<p>Greets adults in the setting politely and looking at them.</p> <p>Using longer sentences of four to six words.</p> <p>Able to express a point of view using words as well as actions.</p>	<p>Developing social phrases such as ‘good morning, how are you?’</p> <p>Able to link simple sentences together</p> <p>Beginning to use a wider range vocabulary.</p>	<p>Able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>Explain in simple sentences what happened and what might happen</p> <p>Learn and use new vocabulary.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Use vocabulary in different contexts throughout the day.</p>	<p>Use talk to help work out problems and organise thinking and activities.</p> <p>Make comments about what I have heard and ask questions to clarify my understanding.</p> <p>Beginning to use past, present and future tenses</p>	<p>ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG: Offer explanations why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG: 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>

Personal and Social Development	Self-regulation					
	<p>Talk about my feelings such as happy and sad. Stop and listen when directed.</p> <p>Follow instructions with 2 actions.</p>	<p>Select and use activities and resources to achieve a goal I have chosen, or one which is given to me.</p> <p>Aware of others feelings e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.</p> <p>Follow instructions involving several areas or actions, but may need prompting by a familiar adult.</p>	<p>Beginning to moderate my own feelings socially and emotionally.</p> <p>Talk about my feelings in more elaborate ways e.g. I'm sad becauseI'm happy because....</p> <p>Beginning to understand how others might be feeling.</p>	<p>Identify and moderate my feelings socially and emotionally.</p> <p>Express my feelings and consider the feelings of others.</p> <p>Think about the perspective of others.</p>	<p>Begin to wait for what I want and control impulses.</p> <p>Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.</p> <p>Follow instructions involving several ideas or actions.</p>	<p>ELG: shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly.</p> <p>ELG: Shows an understanding of their own feelings and those of others and begins to regulate their behaviour accordingly.</p> <p>ELG- Gives focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>
	Managing Self					
<p>Becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>Showing more confidence in social situations.</p>	<p>See myself as a valuable individual.</p> <p>Do not always need an adult to remind me of a rule.</p>	<p>Developing appropriate ways of being assertive.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Talk with others to solve conflicts.</p> <p>Follow the school rules and know right from wrong.</p>	<p>Beginning to show independence, resilience and perseverance in the face of challenge.</p>	<p>ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules.</p> <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	

Building Relationships					
<p>Demonstrates friendly behaviour, initiating interactions, when modelled by an adult.</p> <p>Plays in a group extending and elaborating play ideas.</p> <p>Demonstrates friendly behaviour by initiating interactions. Identifies simple emotions. Listens to adults and responds appropriately</p>	<p>Demonstrates friendly behaviour, initiating interactions. Initiates play, offering cues to friends to join in.</p> <p>Keeps play going by responding to what others are saying / doing. Identifies simple emotions and how they can affect them. E.g. happy, sad, angry.</p> <p>Follows simple instructions and requests.</p>	<p>Shares and takes turns, with support. Returns to play after a break and pick up where they left off, and extend their focus.</p> <p>Starts conversations and considers what others say.</p> <p>Identifies when they require support or help.</p> <p>Listens to peers as well as adults.</p>	<p>Shares and takes turns. Is able to accept a compromise suggested by someone else.</p> <p>Adapts their play/ ideas based on interactions and ideas from others.</p> <p>Spends time with their chosen friendship group as well as other groups. Finds solutions to issues and problems they have.</p> <p>Shows some sensitivity to peers e.g. comforts a friend when sad. shows politeness to everyone, even if they disagree.</p>	<p>Takes steps to resolve conflicts e.g. finding a compromise.</p> <p>Tries to include others in their play who might be reluctant to participate.</p> <p>Expresses their gratitude and congratulations for their kindness e.g. when they help, support you.</p> <p>Controls their emotions in order not to affect their friends. E.g. uses Take 5, thinks about how others might feel.</p> <p>Identifies how best to respond to another's emotions.</p>	<p>ELG: Work and play cooperatively and take turns with others.</p> <p>Forms positive attachments and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>

Physical Development	Gross Motor (PE following Get Set 4 PE)					
	<p>I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can travel around, under, over and through balancing and climbing equipment.</p> <p>I can use large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>I can move freely and confidently in a range of ways such as slithering, shuffling, sliding, rolling, walking, crawling, jumping and running.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>I can combine different movements with ease and fluency.</p> <p>I am progressing towards a more fluent style of moving, with developing control and grace.</p> <p>I can use my core muscle strength, balance, co-ordination and agility.</p>	<p>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>	<p>I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p>I can demonstrate strength, balance and coordination when playing.</p> <p>I am developing overall body strength, balance, coordination and agility.</p>	<p>ELG: Negotiates space and obstacles safely, with consideration for themselves and others, demonstrates strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
	Fine Motor					
	<p>I can use a comfortable grip with good control when holding pens and pencils.</p>	<p>I can use one handed tools and equipment e.g. make snips in paper with scissors</p> <p>I can draw with increasing control.</p>	<p>I am beginning to use a tripod grip.</p> <p>I can use simple tools to effect changes to materials.</p> <p>I am beginning to draw with increasing complexity and detail and create a closed shape with continuous lines, such as representing a face with a circle.</p>	<p>I can comfortably use a tripod grip (in most cases).</p> <p>I can handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>I can develop the foundations of a handwriting style which is fast accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>

Literacy	Phonics					
	Follow the Twinkl phonics programme Wk 1 's' 'a' 't' 'p' Wk 2 'i' 'n' 'm' 'd' Wk 3 'g' 'o' 'c' 'k' Wk 4 'ck' 'e' 'u' 'r'	Wk 5 'h' 'b' 'f' 'l' Wk 6 'ff' 'll' 'ss' 's' saying /z/ Wk 7 'h' 'b' 'f' 'l' Wk 8 Revise all level 2 GPCs Wk 1 – Level 3 'j' 'v' 'w' 'x' Wk 2 'y' 'z' 'zz' 'qu' 'ch'	Wk 2 Revise level 3 - 'y' 'z' 'zz' 'qu' 'ch' Wk 3 Revise - 'sh' 'th' (unvoiced) 'th' (voiced) 'ng' Wk 4 ai' 'ee' 'igh' 'oa' Wk 5 'oo' (short) 'oo' (long) 'ar' 'or' Wk 6 'ur' 'ow' 'oi' 'ear'	Wk 7 'air' 'ure' 'er' Wk 8 Practise all Level 3 GPC's Wk 9 Practise all Level 3 GPC's Wk 10 Trigraphs and consonant digraphs - letter names Wk 11 Letter sounds and vowel digraphs Wk 12 Practise all Level 3 GPC's	Level 4 Wks 1-5 blending and segmenting words with 2/3 adjacent consonants and polysyllabic words.	Revising and practising blending and segmenting of all taught phonemes. Reading and Spelling tricky words from levels 2-4.
	Reading					
	Use pictures to tell stories Sequence familiar stories Independently look at a book, holding it the correct way and turning pages	Engage in story times, joining in with repeated phrases and actions Begin to answer questions about the stories read to them Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	Engage in story times, joining in with repeated phrases and actions Answer questions about the stories read to them	Sequence familiar stories Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	Answer questions about the stories read to them Reread what they have written to check it makes sense.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing					
	Copy their name Give meanings to the marks they make Copy taught letters Write initial sounds Begin to write CVC	Write their name Use the correct letter formation of taught letters Write words and labels using taught sounds	Write words and labels using taught sounds Begin to write captions using taught sounds Use the correct letter formation of taught	Use the correct letter formation of taught letters Recall the order of words in a caption/ sentence. Begin to read my	Use the correct letter formation of taught letters Recall the order of words in a sentence. Put finger spaces	Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.

	words using taught sounds	Begin to write captions using taught sounds	letters	caption/sentence.	between words and to use known words. Begin to read my sentence.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
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Mathematics	Getting To Know You Match sort and Compare Talk about Measure and Patterns It's me 1 2 3	Circles and Triangles 1 2 3 4 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6 7 8 Length height and Time	Length height and Time Building 9 and 10 Exploring 3D Shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections consolidation
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Understanding the World	Past and Present					
	<p>Beginning to make sense of my own life story.</p> <p>Talk about people who are familiar to me.</p>	<p>Remember and talk about significant events in my own life in some detail.</p> <p>Talk about different occupations in society.</p> <p>Listen to stories which include figures from the past</p>	<p>Talk about characters from stories, including figures from the past.</p>	<p>Comment on stories I have heard and images of people and familiar situations in the past.</p> <p>Begin to talk about people around me and why they are important to society.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class.</p> <p>Talk about the lives of people around me and their roles in society.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	People, culture and communities					
	<p>Enjoy joining in with a range of family customs and routine.</p> <p>Know who lives in my home.</p> <p>Talk about my home e.g. house/flat, garden/no garden and what it is near to.</p>	<p>Share my own experiences of family customs and routines.</p> <p>Beginning to explore simple maps.</p> <p>Talk about where I live, what I see, places I go.</p>	<p>Understand that some places are special to members of my community.</p> <p>Draw information from a simple map.</p> <p>Observe and begin to describe my immediate environment.</p>	<p>Compare how I celebrate special times to that of others.</p> <p>Talk about places I have visited.</p> <p>Describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p>	<p>Understand that there are other countries in the world.</p>	<p>Know similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p>Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps.</p>
The Natural World						
<p>Identify different types of weather.</p> <p>Talk about my immediate environment.</p>	<p>Talk about Autumn</p> <p>Begin to understand the effect of changing seasons on the natural world around me e.g.</p>	<p>talk about the seasons.</p> <p>Talk about changing states of matter e.g. freezing and melting, heating and cooling.</p>	<p>Understand the effect of changing seasons on the natural world around me e.g. winter into spring.</p> <p>Talk about the</p>	<p>Talk about forces e.g. push/pull, float/sink.</p> <p>Talk about how animals and plants change.</p>	<p>Understand and can talk about the life cycle of a plant and animal.</p> <p>Know some similarities and differences between the natural world around</p>	

		<p>autumn into winter.</p> <p>Explore collections of materials with similar/different properties.</p>	<p>Describe different materials such as wood, plastic, metal, glass and textures.</p>	<p>differences between materials and changes I notice.</p> <p>Recognise that some environments are different to the one in which I live.</p>	<p>Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p>me and contrasting environments, drawing on my experiences and what has been read in class.</p>
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Expressive Arts and Design	Creating with materials					
	Explore materials freely, in order to develop ideas about how to use them and what to make. Explore colour and how colours can be changed by experimenting with mixing paint.	Starting to select the correct tool and material for a purpose. Join different materials and explore different textures. Make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park.	Select the correct tool and materials for a purpose. I can develop my own ideas and then decide which materials to use to express them. Make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park.	Make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park.	Beginning to create collaboratively sharing ideas, resources and skills. Make use of props and materials when role playing characters in narratives and stories.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share my creations, explaining the processes I have used.
	Being Imaginative					
	Remember and sing a few familiar songs Beginning to sing the melodic shape of familiar songs. Move in time to a modelled rhythm. I can use instruments to make different sounds.	Sing a range of familiar songs and nursey rhymes from memory. Sing in a group or on my own and am beginning to match the pitch and follow the melody. Begin to move rhythmically. I can develop a simple story in my pretend play.	Sing an increased repertoire of songs and nursery rhymes from memory. Play percussion instruments correctly. Act out familiar storylines and extend them in my play.	Sing in a group or on my own, increasingly matching the pitch and following the melody. Move in time with a rhythm.	Sing a wide range of well-known nursery rhymes and songs. Select an instrument for the sound it makes for a selected purpose. Invent, adapt and recount narratives and stories with my peers and teacher.	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. Explore and engage in music making and dance, performing solo or in groups. Invent, adapt and recount narratives and stories with my peers and teacher.

<p>Characteristics of Effective Learning</p>	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between staff and parents/carers.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>Learning through play: At Hetts Lane Infant and Nursery School , we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> <p style="text-align: center;">We ensure that all children learn and develop well and are kept healthy and safe.</p>
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