

2017 - 2018	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Waterhouses Foundation Stage Themes	<p>Superhero Me</p> <p>Hook - Use mirrors to look at ourselves and discuss if we are all the same.</p> <p>(Plans may change dependant on child interests)</p> <p>What makes me a superhero, what I look like, what I am good at</p> <p>Similarities and differences between self and peers</p> <p>Being treated as a unique superhero (person)</p> <p>More than one person can be superhero</p> <p>People I am a superhero to</p> <p>Who are the superhero's who help us</p>	<p>My colourful world</p> <p>Hook - Why do we need colours and light</p> <p>(Plans may change dependant on child interests)</p> <p>What would the world be like if there was no colour - Mystery letter explaining that the sender lives in a world that is sad and colourless.</p> <p>Children to explore what it would be like.</p> <p>What gives us light</p> <p>What will happen when we mix colours</p> <p>We will be finding out about the festival of Christmas</p> <p>Visit to see Santa - Burton National Adventure Farm Park</p>	<p>Whatever the weather</p> <p>Hook - Letter and surprise package containing frozen characters e.g. Superman, Spiderman, Peppa pig etc.</p> <p>(Plans may change dependant on child interests)</p> <p>Special Person to open the box and discovered several frozen characters.</p> <p>A note inside from the film character Elsa explaining that she had accidentally frozen some of the class characters and she needed help to free them.</p> <p>Children to offer suggestions about how to free the different characters.</p>	<p>Characters</p> <p>Hook - who do these objects belong to?</p> <p>(Plans may change dependant on child interests)</p> <p>Stories to include: The Gruffalo, We're going on a Bear Hunt, The Hungry Caterpillar</p>	<p>Then and now</p> <p>Hook - A gigantic key is found outside in the setting - who does it belong to? Where has it come from?</p> <p>(Plans may change dependant on child interests)</p> <p>Theme to include: castles, traditional tales, toys, transport</p>	<p>Where are we going to?</p> <p>Hook - Map of the world and leaflets to various attractions e.g. Thomas land, Legoland etc.</p> <p>(Plans may change dependant on child interests)</p> <p>Summer journeys What makes a special journey - liked with transition</p>

RE	<p>Why do we have God and Creation - Why is the word 'God' so important to Christians?</p> <p>In the beginning - story of Adam and Eve Noah and Jonah and the Whale - Bible stories</p> <p>Harvest Festival</p> <p>A Wet and Windy Harvest for Puddles - Story</p> <p>Healthy eating - linked with Harvest</p> <p>RE link - introducing the concept of specialness</p> <p>Stories linked with Value - Responsibility</p> <p>Grandparents day</p> <p>Diwali</p>	<p>Incarnation - Why do Christians perform Nativity plays at Christmas?</p> <p>Christmas Nativity Play</p> <p>RE link - Why do we have celebrations and what good news did the angels bring?</p> <p>Puddles and the Christmas play - story</p> <p>Advent, lights for celebrations- birthdays, Christmas, Hannukah</p> <p>David and Goliath - link with Anti Bullying week - Bible stories</p> <p>Stories linked with Value - Hope</p>	<p>RE link - What are special books?</p> <p>Puddles lends a paw linked with Developing an awareness of a variety of ways in which people might help in a church.</p> <p>The Baby Birds - (a Muslim story) Baby Moses</p> <p>Stories linked with Value - Compassion</p> <p>World book day Celebrations</p> <p>Chinese New Year</p>	<p>Salvation - Why do Christians put a cross in an Easter garden?</p> <p>RE link - What is the Easter story?</p> <p>Puddles and the Happy Easter day</p> <p>Seven new kittens - (a Muslim story)</p> <p>Joseph's coat of many colours - Bible stories</p> <p>Stories linked with Value - Forgiveness</p> <p>Shrove Tuesday</p> <p>Mother's Day</p> <p>Easter</p> <p>Places of Worship - church visit</p>	<p>RE link - Who were the friends of Jesus?</p> <p>A wedding day wish for puddles - story</p> <p>Role - play a wedding</p> <p>Wedding in Cana - Bible stories</p> <p>Stories linked with Value - Generosity</p>	<p>RE link - What makes our world wonderful?</p> <p>How do we feel on a journey?</p> <p>Christening</p> <p>Story The Tiny Ants - (a Muslim story)</p> <p>Father's Day</p> <p>Stories linked with Value - Respect</p>
Values	Responsibility	Hope	Compassion	Forgiveness	Generosity	Respect

3 prime areas of learning and development

Personal, Social and Emotional Development

Introduce Value Responsibility

Circle times

New beginnings: to include lunch and playtimes

Classroom routines and behaviour rules

Being kind

Sharing resources and taking turns

Support children in making friends

Learning about caring for each other

Practise stopping and show good listening

Discussing emotions and feelings

Stranger danger

Tidy up routines - adults to model and support all children

Introduce Value Hope

Circle times

Classroom routines and behaviour rules

Begin to grow in confidence in new situations eg: trip to see Santa.

How to deal with our own emotions and feelings

How we behave in a kind and friendly way towards others, sharing and taking turns

Learning to make good choices including behaviour, listening and learning skills

Tidy up routines

Bonfire night safety

Introduce Value Compassion

Circle times

Growing in confidence in all situations

Confident to speak about their own needs and discuss their views.

Begin to understand their actions and the impacts they have on others.

Explain own knowledge and understanding, and ask appropriate questions of others.

Talk about themselves in positive terms

Follow rules and routines

Tidy up routines

Introduce Value Forgiveness

Circle times

Rules - friendships, taking turns.

Beginning to understand that some behaviour is unacceptable and others have different beliefs than we do.

Begin to resolve conflicts with other children in positive ways

Working together Being proud of our achievements.

Tidy up routines

Introduce Value Generosity

Circle times

Include our peers in our group activities.

Begin to understand when they need help and can learn independently.

Play co-operatively and take turns

Be confident to try new activities and say whether they like them

Be confident to speak in a familiar group

Weddings

Safety elements through story

Personal safety

Emotions linked through story

Tidy up routines

Introduce Value Respect

Circle times

Listen to other's ideas

Be sensitive to other's feelings

Choose the resources they need for their chosen activities.

Talk about behaviour and feelings and know that some behaviour is unacceptable.

Adjust behavior to different situations

Transition to Reception / year 1 - adjusting their behaviour to different situations and begin to adapt to a new routine - how I have changed since I started school.

Discuss how they could help next year's Reception class

	<p>Physical Development</p>	<p>Managing own personal hygiene, dress / undress with support</p> <p>Circle times on healthy eating and how we look after our body</p> <p>Learn to use F Stage area and space / use equipment safely.</p> <p>Gross / fine motor skills - Superhero missions</p> <p>Using tools effectively</p> <p>Pencil control</p> <p>Following patterns</p> <p>PE</p>	<p>Parachute and team games</p> <p>Continue using tools effectively to develop fine and gross motor skills</p> <p>Pencil control patterns and letter formations</p> <p>Begins to show a preference for a dominant hand.</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>PE</p>	<p>Gross / fine motor skills</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>PE (go outdoors on a cold day to run and jump etc)</p> <p>Reception Swimming</p>	<p>Gross / fine motor skills</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>PE Reception Swimming</p>	<p>Gross / fine motor skills</p> <p>Dough Disco</p> <p>Funky finger challenges</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>PE Reception Swimming</p>	<p>Sports and swimming day practise</p>
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Communication and Language

Throughout the year children will:

- Learn to speak with confidence during circle/carpet times
- Learn to listen and respond appropriately with relevant comments, questions or actions
 - Use appropriate story language to re-enact/re-tell simple and familiar stories
 - Learn new vocabulary relating to topics

4 specific areas of learning and development	Literacy / Reading Writing	<p>Recognising own name rhyming words and patterns</p> <p>Guided reading skill eg : how to hold a book, stories through pictures / role - play Library books.</p> <p>Gross and Fine motor skills</p> <p>Handwriting patterns Begin to write first (last) name - Nursery Reception.</p> <p>Write own name independently focus on correct letter formation</p> <p>Action rhymes</p> <p>Story scribing</p> <p>Drama</p> <p>Sounds Key words Writing simple sentences</p>	<p>Makes marks and explains meaning /Write own name / surname</p> <p>Handwriting</p> <p>Sequencing stories we have listened to and discussed</p> <p>Story scribing</p> <p>Drama</p> <p>Christmas cards/letters to Santa</p> <p>Guided reading skills eg: how to hold a book, stories through pictures</p> <p>Individual readers</p> <p>Library books.</p> <p>Sounds Key words Writing simple sentences</p>	<p>Makes marks and explains meaning /Write own name / surname</p> <p>Discuss Fiction and Non-fiction texts.</p> <p>Use phonics in writing and when reading new words.</p> <p>Record simple words and captions.</p> <p>Begin to write a sentence.</p> <p>Story scribing</p> <p>Drama</p> <p>Handwriting</p> <p>Writing more than one sentence using phonic knowledge Independently.</p> <p>Guided reading skills</p> <p>Independent readers</p> <p>Library books.</p>	<p>Write whole name without aid</p> <p>Nursery rhymes</p> <p>World Book day - dressing up</p> <p>Makes marks and explains meaning</p> <p>Record simple words and captions.</p> <p>Write simple sentences.</p> <p>Story scribing</p> <p>Drama</p> <p>Handwriting</p> <p>Identify signs and symbols</p> <p>Guided reading skills and groups in Reception</p> <p>Independent readers</p> <p>Library books.</p>	<p>Story maps Record simple sentences. Reordering stories (own stories)</p> <p>Wanted/missing posters</p> <p>Characters and descriptions -</p> <p>Exciting words</p> <p>Use non-fiction books to find answers to our questions</p> <p>Cut up sentences</p> <p>Story scribing</p> <p>Drama</p> <p>Character Descriptions</p> <p>Zig zag books</p> <p>Rhymes and poetry</p> <p>Guided reading skills and groups</p> <p>Independent readers</p> <p>Library books.</p> <p>Puppets</p>	<p>Writing sentences and simple stories.</p> <p>Record instructions for new Receptions and read them to them.</p> <p>My favourite memory of Nursery / Reception</p> <p>Guided reading skills and groups</p> <p>Independent readers</p> <p>Library books.</p>
	Phonics						

		Phase 1 - Nursery Reception - Phase 2 Jolly Phonics and Letters and Sounds	Phase 1, 2 and 3	Phase 1, 2 and 3	Phase 1, 2, 3 and 4	Phase 1, 2, 3 and 4 - alongside each other for consolidation	Phase 1, 2, 3 and 4 - alongside each other for consolidation Phase 5 if appropriate
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<p>Maths / Numbers Shape, space and measure</p>	<p>Counting rhymes, colour sorting, patterns, Introduce Numicon Counting aloud 0-10/ 20/ 30 and back Use magnetic numbers to create a number line Number recognition 1-1 correspondence when counting objects Hide and seek with numbers and objects Positional language Writing numbers using correct formation Sorting objects into sets - groups objects Simple halving - food Comparing size / Weighing food - linked with story - Supertato - SS&M Under the Sea targets</p>	<p>Counting rhymes, colour sorting, patterns, Counting aloud 0-10/ 20/ 30 and back Number recognition 1-1 correspondence when counting objects Estimation station Money week - coin recognition - use in role play activities Writing numbers Sorting objects into sets - to understand which sets have more objects in and when an object is taken away there are less in a set. Addition and Subtraction using fingers, objects and a number line Ordering numbers Shape and pattern activities. Under the sea targets</p>	<p>Counting rhymes, colour sorting, patterns, Counting aloud 0-10/ 20/ 30 and back Counting in 2's and 10's. Compare the lengths of children's scarves Sorting pairs of socks Continue with addition and subtraction problems Double, halve and share quantities of objects Learn the names of 3D shapes Solve simple problems. Practise making estimates of quantities (estimation station) Under the sea targets</p>	<p>Number recognition 1-1 correspondence when counting objects Counting aloud 0-10/ 20/ 30 and back Simple sharing (division) Halving and doubling Counting in 2's and 10's - introduce counting in 5's. Weighing. Shape and pattern activities. Position activities e.g. where is the bear In, over, under. Ordinal numbers Counting to 50 and back from 10/20/30. Estimation station Under the sea targets</p>	<p>Measuring activities Counting to 100 and back from 10 / 20. Counting in 2's, 5's and 10's. Compare the lengths of children's scarves Sorting winter wear Count snowflakes/snowmen/ frosty spider's webs outside Look at the shapes that make up a snowflake Under the sea targets</p>	<p>Consolidate all maths learning Counting to 100 and back from 10 / 20. Counting in 2's, 5's and 10's.</p>
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<p>Understanding the world</p>	<p>Show interest in their own lives and others</p> <p>Family photographs</p> <p>People who help us - our Superhero's</p> <p>ICT - Technology area - mobile phones, digital cameras, iPad programmes age appropriate</p> <p>Collect objects from environment and compare same and different</p> <p>Know what makes humans / animals similar / different.</p> <p>Outdoor role play - road safety Rescue services Role play an accident eg: a car accident at a zebra crossing</p> <p>Harvest</p>	<p>ICT - Technology area</p> <p>iPad programmes age appropriate,</p> <p>Light, colour and dark</p> <p>What gives us light</p> <p>Which objects reflect light</p> <p>Firework pictures</p> <p>Recognise and describe special events and join in with celebrations.</p> <p>Make Christmas biscuits / cakes to sell for the Christmas fair - link with ICT for microwave / maths / instructions / link - Enterprise and Christmas fair)</p>	<p>ICT - Remote control toys from home</p> <p>Use Bee bots, mobile phones, camera and the cd player with increasing confidence and independence.</p> <p>Use timer to set challenges</p> <p>Weather activities e.g. freezing / melting, hot and cold places,</p> <p>To comment about changes they have observed as the ice melts e.g. it has gone watery.</p> <p>Words to describe how the different materials feel.</p> <p>Do an experiment to see whether everything freezes try dough, ketchup, jam etc.</p>	<p>Technology station - recording own learning - stop watches, mobile phones, camera, iPads</p> <p>Use reclaimed materials and skills to create models</p> <p>Look and compare the textures of different natural resources: mud, water, grass etc.</p> <p>Dens</p>	<p>Reflections</p> <p>Create routes / maps - follow simple instructions</p> <p>Explore wooded area Landscape / where we live</p> <p>Where does a story take place?</p>	<p>Shows an interest in different jobs, begin to recognise how people live different lives to their own.</p> <p>ICT - Create a passport to their next year group - include photo, name, friends, likes and dislikes.</p>
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	Expressive Arts and Design	<p>Learn new songs, Me and our world - Charanga</p> <p>Action and number rhymes, using tools and natural resources to create paintings, sticking pictures, self-portraits look at self in mirror.</p> <p>Dough exploration / dough disco</p> <p>Seed pictures - fine motor skills</p> <p>Funky fingers</p> <p>Role - play - Home corner</p> <p>Little Tykes house</p> <p>Music</p> <p>Small world play</p>	<p>Explore what happens when colours are mixed</p> <p>Favourite colours</p> <p>Selecting colours and using them for a particular purpose</p> <p>Collages</p> <p>Firework / Christmas pictures</p> <p>Diwali patterns</p> <p>Christmas play / carol service play songs</p> <p>Role - play Christmas cards</p> <p>Calendars</p> <p>Cake decorations</p>	<p>Our world - Charanga</p> <p>Learn a wider variety of songs and rhymes, using a variety of materials to create an effect.</p> <p>Paint with 'cold' colours (white, blue, silver, purple)</p> <p>Make a snow and ice collage with picture from magazines, or found materials such as foil, sweet wrappers etc</p> <p>Use instruments to make spiky, frosty sounds</p> <p>Role - play</p>	<p>Charanga</p> <p>Mother's Day cards</p> <p>Role - play.</p> <p>Create models linked with theme</p> <p>Boxes, dens, caves etc.</p> <p>Music - exploring instruments how many sounds can the instruments create.</p> <p>Listen to different types of music</p> <p>Church music, bells, organ music.</p>	<p>My stories - Charanga</p> <p>Adapting learning where necessary</p> <p>Introduce stories into their role - play independently.</p> <p>Make story wands - using twigs</p> <p>Wooden spoon puppets</p>	<p>Journeys - Charanga</p> <p>Father's Day cards</p> <p>Songs and rhymes</p> <p>Music instruments</p> <p>Use their story knowledge in their role - play.</p> <p>Creating independent pictures / paintings and reflect on their meaning - explain to others.</p>
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RE in the Early Years Foundation Stage classroom

Four to five-year-olds begin to ask questions about themselves and others:

- What is important to me?
- Why do people do things differently? Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?
- What do I believe? Why do people have different opinions and views to me?
- What happens to people when they die?
- Where was I before I was born?
- What is right and what is wrong?

It is important to encourage children to ask questions and explore answers which can:

- support children to develop emotionally, spiritually and morally
- support their developing thinking skills, both abstract and imaginative
- help them find out about themselves, their family and community
- help them to develop a sense of place in their family and community, in the world and in the universe
- help them learn about similarities and differences between themselves and others, and among families, communities and traditions

RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to:

- Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links)
- Showing curiosity about objects, events and people (Playing and Exploring - Finding out and exploring)

- Using senses to explore the world around them (Playing and Exploring - Finding out and exploring)
- Representing their experiences in play (Playing and Exploring - Playing with what they know)
- Acting out experiences with other people (Playing and Exploring - Playing with what they know)

The processes of **exploration** and **reflection** are important for the child.

Learning from other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community.

Learning about other views, beliefs and cultures supports children in developing positive attitudes towards them.

The EYFS refers to **spiritual wellbeing**, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond.

In finding out about others, young children start reflecting on **belief**, **culture** and **practice** and explore **faith** through:

- stories
- visuals - photos, pictures
- toys and puppets
- handling real artefacts
- roleplay
- creativity - dance, drama, art and design
- non-fiction books
- using ICT
- discussion

EYFS SMSC (spiritual, moral, social and cultural)

The seven areas of Learning and Development together make up the skills, knowledge and experiences appropriate for babies and children as they grow, learn and develop.

Although presented as separate areas, it is important to remember that for children everything links and nothing is compartmentalised. The challenge for practitioners is to ensure that children's learning and development occur as an outcome of their individual interests and abilities and that planning for learning and development takes account of these.

Note:

This table is offered as a starting point for considering how children's spiritual (moral, social and cultural) development can be enhanced and their love of learning fostered.

Some areas more readily link with particular capacities than do others. The line of reasoning here is that by focusing on encouraging children's sensitivity and awareness (of self and others) their personal, social and emotional development is improved. Through developing skills of reflecting on experience their knowledge and understanding of the world is more relevant.

In the Early Years Foundation Stage, as when children are older, their academic development is improved when their personal development (including the spiritual, moral, social and cultural dimensions) is addressed.

The seven areas of Learning and Development

Area of learning * denotes prime area	What it focuses on	Spiritual capacities: e.g.
Expressive arts and design	being creative – responding to experiences, expressing and communicating ideas exploring media and materials creating music and dance developing imagination and imaginative play	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness
* Communication and language	language for communication language for thinking	Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem
Understanding of the world	exploration and investigation, designing and making, ICT, time, place, communities	Seeking and striving; Reflection on experience; Sensitivity and responsiveness; Self-awareness, self-knowledge and self-esteem; Love and relationships

<p>* Personal, social and emotional development</p>	<p>dispositions and attitudes self-confidence and self-esteem making relationships behaviour and self-control self-care sense of community</p>	<p>Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations, Reflection on experience</p>
<p>* Physical development</p>	<p>movement and space health and bodily awareness using equipment and materials</p>	<p>Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving</p>
<p>Mathematics</p>	<p>counting, understanding and using numbers, calculating simple addition and subtraction problems, describe shapes, spaces, and measures.</p>	<p>Ideas and aspirations; inner strength and resilience</p>
<p>Literacy</p>	<p>linking sounds and letters, reading (books, poems & other written materials), writing handwriting</p>	<p>Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience</p>