Year Group Plan - Year _EYFS 2022-2023

			Autumn 1 – Whole Sc	chool Geography Focus			
	5/9 to 9/9	12/9 to 16/9	19/9 to 23/9	26/9 to 30/9	3/10 to 7/10	10/10 to 14/10	17/10 to 21/10
PSHE	Transition- Settling in and introducing routines	Helping others to feel welcome	Recognising and Managing feelings	Working with others to make school a good place to be	Caring about other people's feelings	Working well with others	Learning what being responsible means
CLL Focus		Answering questions about ourselves	Answering questions about ourselves	Listening to stories and asking questions about familiar texts	Listening to stories and asking questions about familiar texts	Anticipating key events and making predictions when listening to stories	Anticipating key events and making predictions when listening to stories
Focus Text		Super Duper You	Captain Sparklebox	Captain Sparklebox	Shine	Shine	Autumn Focus
English- reading and writing		Orally telling stories - Identifying characters and settings in familiar stories - Writing our name	Orally telling stories Identifying characters and settings, problems and solutions in familiar stories - Writing our name	-Exploring and requesting texts which interest us - Saying and hearing sounds Engaging in making 'messages' for others from our pictures, paintings and in their play.	Exploring and requesting texts which interest us - Saying and hearing sounds - Engaging in making 'messages' for others from our pictures, paintings and in their play.	Hearing and saying initial sounds in words Engaging in making 'messages' for others from our pictures, paintings and in their play.	Recognising familiar signs and labels, and our own name. Hearing and saying initial sounds in words. Making meaning of the marks, we make.
Phonics		Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc	Read, Write Inc
Maths		m,a,s,d,t,	l,n,p,g,o	C,k,u,b,f	E,l,h,r,j,	V,y,w,z,x	Recap tricky sounds
wich is		Gettiing to know you- Counting rhymes, daily routines	Gettiing to know you- Counting rhymes, positional language- where do things belong	Just Like Me!- Matching and sorting items	Just Like Me! - Comparing amounts,	Just Like Me! - Comparing mass, size and capacity - Making simple patterns	Its me 1,2,3- Recognising and identifying and representing 1,2,3
Religious Education		Belonging- what makes	s us unique				
Physical Education- travelling		Pupils explore walking using different body parts in different directions, at different levels and at different speeds.	Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique.	Pupils will develop walking at different levels and at different speeds.	The focus of learning is to experience sustained walking following a route and instructions.	The focus of learning is to apply pupils' learning about walking developing into marching.	The focus of learning is for pupils to apply their understanding of walking, applying it into a game.

Trips Planned / Extra Curricular clubs for our year group.						Seasons walk through Peasholm
Other Notes	5 th September – INSET 6 th September – INSET	Sharing moment bags	Immersion Day- Monday 19 th Dress as a pirate day	30/9 Harvest Day and assembly	Inter house multi- skills tournament.	Friday 21st Diwali Celebration Event- Stay and Play- open ended

		Autumn 2 – Whole	School Geography Foo	cus		
31/10 to 4/11	7/II to II/II	14/II to 18/II	21/11 to 25/11	28/II to 2/I2	5/12 to 9/12	12/12 to 16/12

PSHE	Identifying things we are good at and understanding that everyone is good at different things.	Understanding that being different makes us all special	Understanding we are unique but similar in some ways.	Describing our special homes	Learning how to be a kind friend	How to use positive language with our friends.	Celebrating special times together
CLL Focus	Asking questions and describing events and familiar routines	Asking questions and describing events and familiar routines	Listening to the opinion of others when in a small group. Following longer, more complex instructions	Understanding simple who, what and where questions	Understanding simple who, what and where questions	Retelling simple stories, occasionally exploring language and vocabulary from books with adults.	Retelling simple stories, occasionally exploring language and vocabulary from books with adults.
Focus Text	Because	Because	We're going on a bear hunt	We`re are going on a bear hunt	Cinderella	Cinderella	Stickman
English	Playing with new vocabulary of particular interest when engaged in activities such as	Playing with new vocabulary of particular interest when engaged in activities such as	Using groups of letters or letter-like shapes when	Using groups of letters or letter-like shapes when writing.	Recognising familiar signs and labels, and their own name.	Recognising familiar signs and labels, and their own name.	Will request favourite rhymes, poems, fiction or non fiction books based on own
	reading, role play and small world. Some familiar letters	reading, role play and small world. Some familiar letters	writing.		Hearing and saying initial sounds in words.	Hearing and saying initial sounds in words.	interest, enjoyment and pleasure.
	are beginning to be formed correctly.	are beginning to be formed correctly.					
Phonics	Children Assessed and						
Maths	Its me 1,2,3- Recognising and identifying and representing 1,2,3	Its me 1,2,3- Recognising and identifying and representing 1,2,3	Light and Dark Recognising four, one more/one less, night and day	Light and Dark Recognising four, one more/one less, night and day	Light and Dark Recognising four, one more/one less, night and day	Consolidation	Consolidation
R.E	Special Times						
Physical development - Ball control	Exploring moving a ball with our hands	Pushing and rolling the ball	Bouncing the ball	Travelling with a ball into space	Rolling and pushing a ball with a partner	Bouncing a ball with a partner	P.E through outdoor provision
Trips Planned / Extra Curricular clubs for our year group.				Pantomime?			
Other Notes	Immersion Day- Premier/Red carpet Day	11/11 Remembrance Service in school.	Inter-House Quiz 18th November- children in need Anti- Bullying week Theme Day- Group performance		Assessment Week EYFS/YI performance	Christmas Lunch and jumper day 9/12 Y2 Performances	Stars of Northstead KS2 Christmas Carols

		Spring 1 – Worl	d History Focus			
2/1 to 6/1	9/I to 13/I	16/1 to 20/1	23/I to 27/I	30/I to 3/2	6/2 to 10/2	

PSHE	Learning to persevere	Being a resilient learner	Setting goals and working towards them	How to use encouraging language	Aspirations and how to reach them	Achievements and accomplishments
CLL	-					In oral sentences
	Responding to	Responding to	To begin to offer	To begin to offer	In oral sentences	connectives are also
	longer instructions	longer instructions	their ideas and	their ideas and	connectives are also	beginning to be
	(2 part)	(2 part)	simple explanation	simple explanation	beginning to be	used such as
	, = , = ,	(2 / 500 5)			used such as	'because', 'or' and
	!				'because', 'or' and	'and'.
	1				'and'.	
Focus Text	Around the World	Blue Penguin	Blue Penguin	How to find a fruit	What the Ladybird	What the Ladybird
				bat	Heard	Heard
English	Linking sounds to	Linking sounds to	Talking about what	Talking about what	Demonstrates	Demonstrates
	letters when	letters when	they have read	they have read	emotional	emotional
	segmenting and	segmenting and	showing some	showing some	engagement with the	engagement with the
	blending CVC	blending CVC	understanding,	understanding,	content. Will retell	content. Will retell
	words.	words.	drawing on new	drawing on new	stories and poems	stories and poems
			vocabulary	vocabulary	in their play using	in their play using
	Segmenting CVC				vocabulary acquired	vocabulary acquired
	words and using	Segmenting CVC	Segmenting CVC		from their reading	from their reading
	appropriate letters,	words and using	words and using	Chooses to write	experiences.	experiences.
	that are recognisable	appropriate letters,	appropriate letters,	independently for		
	to represent sounds	that are recognisable	that are recognisable	different purposes	Chooses to write	Chooses to write
	in their writing.	to represent sounds	to represent sounds		independently for	independently for
		in their writing.	in their writing.		different purposes	different purposes
RWI	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed
	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for
	RWI	RWI	RWI	RWI	RWI	RWI
Maths	Alive in Five	Alive in Five	Alive in Five	Growing 6,7,8	Growing 6,7,8	Growing 6,7,8
	- Introducing	Introducing zero,	Introducing zero,	Recognising 6, 7	Recognising 6, 7	Recognising 6, 7
	zero,	comparing numbers	comparing numbers	and 8, making	and 8, making	and 8, making
	comparing	to 5, composition of	to 5, composition of	pairs, combing 2	pairs, combing 2	pairs, combing 2
	numbers to 5,	4 and 5, comparing	4 and 5, comparing	groups, comparing	groups, comparing	groups, comparing
	composition of	mass, compare	mass, compare	length and height,	length and height,	length and height,
	4 and 5,	capacity	capacity	time	time	time
	comparing					
	mass, compare					
	capacity					
R.E	Special People	le , , , ,	le	le .	 	
Physical	Exploring moving in	Exploring in a low	Exploring how to	Exploring moving in	Exploring movement	Performing our
Development-	a high way and	way and making low	move safely on	high and low ways	by travelling under	movements/routines.
Gymnastics	making high shapes	shapes	apparatus	on apparatus	and over	

Trips Planned /			Animal	Animal		
Extra Curricular clubs			expert/Flamingo	expert/Flamingo		
for our year group.			Land?	Land?		
Other Notes	2 nd = Bank Holiday			Inter-House Spelling		
	3 rd = Inset Day			Bee	Celebration Event-	
	_				Around the world	
	Immersion Day-	Celebration event-			gallery	
	Flight around the	enterprise café				
	world					

		Spring 2 –	World History Focus			
20/2 to 24/2	27/2 to 3/3	6/3 to 10/3	13/3 to 17/3	20/3 to 24/3	27/3 to 31/3	

PSHE	Understanding the	Understanding when	Healthy foods and	The importance of	The importance of	Being safe and	
	importance of	to exercise and when	making healthy	sleep	personal hygiene	stranger danger	
CLL	exercise In sentences	to rest Maintains attention	choices Maintains attention	Is able to	Is able to	Expresses themselves	
CLL	connectives are also	and concentration	and concentration	demonstrate	demonstrate	using extended	
	beginning to be	when listening to	when listening to	understanding in	understanding in	language drawing	
	used such as	others.	others.	their conversations	their conversations	on new vocabulary.	
	'because', 'or' and	001623.	00003.	with others by	with others by	on new vocastata y.	
	'and'.			responding	responding		
	a.			appropriately.	appropriately.		
Focus Text	Errol's Garden	Errol's Garden	I will not ever eat a	I will not ever eat a	The very Hungry	The Very Hungry	
			tomato	tomato	Caterpillar	Caterpillar	
English	Links sounds to	Links sounds to	Talks about what	Demonstrates	Links sounds to	Talks about what	
	letters when	letters when	they have read	emotional	letters when	they have read	
	segmenting and	segmenting and	showing some	engagement with the	segmenting and	showing some	
	blending CVC	blending CVC	understanding,	content. Will retell	blending CVC	understanding,	
	words.	words.	drawing on new	stories and poems	words.	drawing on new	
			vocabulary	in their play using		vocabulary	
				vocabulary acquired	Chooses to write		
	Segments CVC	Segments CVC		from their reading	independently for	Chooses to write	
	words and uses	words and uses	Segments CVC	experiences.	different purposes	independently for	
	appropriate letters,	appropriate letters,	words and uses			different purposes	
	that are recognisable	that are recognisable	appropriate letters,	Chooses to write			
	to represent sounds	to represent sounds	that are recognisable	independently for			
	in their writing.	in their writing.	to represent sounds in their writing.	different purposes			
Phonics	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed	
	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for	
	RWI	RWI	RWI	RWI	RWI	RWI	
Maths	Building 9 and 10	Building 9 and 10	Building 9 and 10	Consolidation	Consolidation	Consolidation	
	- Recognising 9	Recognising 9 and	Recognising 9 and				
	and 10,	10, comparing	10, comparing				
	comparing	numbers to 10,	numbers to 10,				
	numbers to	number bonds to 10,	number bonds to 10,				
	10, number	3D shape, pattern	3D shape, pattern				
	bonds to 10,						
	3D shape,						
ח ה	pattern						
R.E	What makes our World		1 . 1 .		D 1: 1	F 1	
Physical Development	, ,	Creating our own	Linking movements	Exploring large travel	'	Exploring character	
– Dance	using different parts	movement ideas	together to create a	movements	and music using our	movements with a	
	of the body	linked to words	sequence	responding to music	bodies	partner	

Trips Planned /		Florist Trip					
Extra Curricular clubs							
for our year group.							
Other Notes	Immersion Day- Big	World book Day 2 nd	Inter-House Times	Assessment Week 2	Celebration Event-	Parents Evening 2	
	Dig!	March	Tables Competition		Fruit Festival	31/3 Stars of	
	Shrove Tuesday					Northstead	
						Celebration Event-	
						Egg Challenge	

	17/4 to 21/4	24/4 to 28/4	1/5 to 5/5	8/5 to 12/5	15/5 to 19/5	22/5 to 26/5
PSHE	Belonging and	How to make	Resolving conflict	The impact of	Self-regulation and	Being a good friend
	families	friendships	within friendships	negative language	managing emotions	
CLL	Listens attentively in	Listens attentively in	Draws on and uses	Draws on and uses	Follows instructions	Follows instructions
	a range of	a range of	new vocabulary	new vocabulary	involving several	involving several
	situations	situations	accurately and in	accurately and in	ideas and actions.	ideas and actions.
			context.	context.		
Focus Text	The Magic Train Ride	The Magic Train	Whatever Next	Whatever Next	Emergency	Emergency
English	Uses phonic	Uses phonic	Can read some	Can read some	Reads and	Reads and
	knowledge to decode	knowledge to decode	common irregular	common irregular	understands simple	understands simple
	regular words,	regular words,	words. Able to	words. Able to	sentences.	sentences.
	reading them aloud	reading them aloud	demonstrate speedy	demonstrate speedy		
	accurately.	accurately.	recognition of	recognition of		
			familiar printed	familiar printed		Writes simple
		Uses their phonic	words.	words.	Writes simple	phrases and
	Uses their phonic	knowledge to write			phrases and	sentences which can
	knowledge to write	words in ways	Writes some	Writes some	sentences which can	be read by
	words in ways	which match their	common irregular	common irregular	be read by	themselves and
	which match their	spoken sounds.	words.	words.	themselves and	others, with some
	spoken sounds.	'			others, with some	words spelt correctly
					words spelt correctly	using appropriate
					using appropriate	strategies such as
					strategies such as	phonics and
					phonics and	common exception
					common exception	words.
					words.	
Phonics	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed
	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for
	RWI	RWI	RWI	RWI	RWI	RWI
Maths	To 20 and Beyond	To 20 and Beyond	To 20 and Beyond	First, Then, Now	First, Then, Now	First, Then, Now
	- Building	Building numbers	Building numbers	- Adding more,	Adding more, taking	Adding more, taking
	numbers	beyond 10, counting	beyond 10, counting	taking away,	away, spatial	away, spatial
	beyond 10,	beyond 10, spatial	beyond 10, spatial	spatial	reasoning	reasoning
	counting	reasoning	reasoning	reasoning		
	beyond 10,					
	spatial					
	reasoning					
R.E-	Special Stories- Islam				T.,	Γ
Physical Development	Exploring moving a	Controlling the ball	Dribbling with the	Moving a ball	Moving a ball with a	Moving a ball with a
-	ball with our feet.		ball	around obstacles	partner	group
Ball skills- feet						

Trips Planned /		Train Ride- North			Fire Station/Police	
Extra Curricular clubs		Bay railway			Station/Lifeboat Trip	
for our year group.						
Other Notes	Inter-House Rounders		Ist May = Bank	KS2 SATS Week	KSI SATS Week	Inter-House Football
	Competition		Holiday			Celebration Event-
	Immersion Day-					Invention Convention
	Push, Peddle or Pull					
	Day					

			Summer 2 – Brit	tish History Focus			
	5/6 to 9/6	12/6 to 16/6	15/6 to 23/6	26/6 to 30/6	3/7 to 7/7	10/7 to 14/7	17/7 to 21/7
PSHE	Parts of the Body	All about my healthy	Understanding how I	Transition into Year I	Transition into Year 1	Sharing our best bits	Celebration of the
		body	grow	- feelings focus	- future goals	of foundation	last year
CLL		Answers 'how' and	Expresses themselves	Expresses themselves	Demonstrates a	Demonstrates a	More complex
	Answers 'how' and	'why' questions	effectively, using	effectively, using	developing use of	developing use of	language structures
	'why' questions	about their	full sentences using	full sentences using	connectives, drawing	connectives, drawing	are used to connect
	about their	experiences and in	past and present	past and present	on modelled	on modelled	ideas or events,
	experiences and in	responses to stories	tenses.	tenses.	examples from	examples from	
	responses to stories	or events.			teaching when	teaching when	
	or events.				talking about their	talking about their	
					experiences.	experiences.	
Focus Text	Commotion in the	Commotion in the	Ruby's Worries	Ruby's Worries	Billy's Bucket	Billy's Bucket	Tales
	Ocean	Ocean					toolkit/Children's-k
							choice
English	Able to anticipate	Able to anticipate	Describes in their	Describes in their	Describes in their	Uses phonic,	Uses phonic,
	key events in	key events in	own words what	own words what	own words what	semantic and	semantic and
	stories.	stories.	they have read in a	they have read in a	they have read in a	syntactic knowledge	syntactic knowledge
			non-fiction or fiction	non-fiction or fiction	non-fiction or fiction	to read phonically	to read phonically
			text using a range	text using a range	text using a range	regular words of	regular words of
			of new vocabulary	of new vocabulary	of new vocabulary	more than one	more than one
			with accuracy and	with accuracy and	with accuracy and	syllable. Reads	syllable. Reads
			confidence,	confidence,	confidence,	many common	many common
	Uses key features	Uses key features	answering questions,	answering questions,	answering questions,	exception words and	exception words and
	of narrative in their	of narrative in their	making inferences	making inferences	making inferences	irregular words to	irregular words to
	own writing to	own writing to	and predictions	and predictions	and predictions	understand new	understand new
	describe a familiar	describe a familiar	about what might	about what might	about what might	vocabulary in a	vocabulary in a
	event or create a	event or create a	happen next.	happen next.	happen next.	familiar story or	familiar story or
	story.	story.				text.	text.
			Uses key features	Uses key features	Uses key features		
			of narrative in their	of narrative in their	of narrative in their	Uses key features	Uses key features
			own writing to	own writing to	own writing to	of narrative in their	of narrative in their
			describe a familiar	describe a familiar	describe a familiar	own writing to	own writing to
			event or create a	event or create a	event or create a	describe a familiar	describe a familiar
			story.	story.	story.	event or create a	event or create a
						story.	story.
Phonics	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed	Children Assessed
	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for	and Grouped for
	RWI	RWI	RWI	RWI	RWI	RWI	RWI
Maths	Find my Pattern	Find my Pattern	Find my Pattern	On the move	On the move	On the move	Consolidation
	Doubling, sharing	Doubling, sharing	Doubling, sharing				
	and grouping, odd	and grouping, odd	and grouping, odd				

	and even, spatial reasoning	and even, spatial reasoning	and even, spatial reasoning	Patterns and relationships, spatial reasoning	Patterns and relationships, spatial reasoning	Patterns and relationships, spatial reasoning			
R.E-	Special Places								
Physical Development	Taking turns when	Scoring and	Following rules when	Avoiding a defender	How to defend	Sports Day	Mini-Games		
– Invasion Games	playing games	Competing	playing games						
Trips Planned /			Playdale Farm			Beach Trip			
Extra Curricular clubs									
for our year group.									
Other Notes	Immersion Day-Under the Sealife	Assessment Week 3		Sports Days	Transition Week	Reports to Parents 14/7	Stars of Northstead 20/7		
							Summer Fair 17/7		
						Celebration Event-			
						Stay and Learn			