

Year Group Plan - Year_EYFS 2022-2023

Autumn 1 - Whole School 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 m,a,s,d,t,	Read, Write Inc I,n,p,g,o	Read, Write Inc C,k,u,b,f	Read, Write Inc E,l,h,r,j,	Read, Write Inc V,y,w,z,x	Read, Write Inc Recap tricky sounds
Maths		Gettting to know you- Counting rhymes, daily routines	Gettting 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 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 21 st Diwali Celebration Event- Stay and Play- open ended

Autumn 2 - Whole School Geography Focus							
	31/10 to 4/11	7/11 to 11/11	14/11 to 18/11	21/11 to 25/11	28/11 to 2/12	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 reading, role play and small world. Some familiar letters are beginning to be formed correctly.	Playing with new vocabulary of particular interest when engaged in activities such as reading, role play and small world. Some familiar letters are beginning to be formed correctly.	Using groups of letters or letter-like shapes when writing.	Using groups of letters or letter-like shapes when writing.	Recognising familiar signs and labels, and their own name. Hearing and saying initial sounds in words.	Recognising familiar signs and labels, and their own name. Hearing and saying initial sounds in words.	Will request favourite rhymes, poems, fiction or non fiction books based on own interest, enjoyment and pleasure.
Phonics	Children Assessed and Grouped for RWI						
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 18 th November- children in need Anti- Bullying week Theme Day- Group performance		Assessment Week EYFS/Y1 performance	Christmas Lunch and jumper day 9/12 Y2 Performances	Stars of Northstead KS2 Christmas Carols

Spring I - World History Focus

	2/1 to 6/1	9/1 to 13/1	16/1 to 20/1	23/1 to 27/1	30/1 to 3/2	6/2 to 10/2	
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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	Responding to longer instructions (2 part)	Responding to longer instructions (2 part)	To begin to offer their ideas and simple explanation	To begin to offer their ideas and simple explanation	In oral sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.	In oral sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.
Focus Text	Around the World	Blue Penguin	Blue Penguin	How to find a fruit bat	What the Ladybird Heard	What the Ladybird Heard
English	Linking sounds to letters when segmenting and blending CVC words. Segmenting CVC words and using appropriate letters, that are recognisable to represent sounds in their writing.	Linking sounds to letters when segmenting and blending CVC words. Segmenting CVC words and using appropriate letters, that are recognisable to represent sounds in their writing.	Talking about what they have read showing some understanding, drawing on new vocabulary Segmenting CVC words and using appropriate letters, that are recognisable to represent sounds in their writing.	Talking about what they have read showing some understanding, drawing on new vocabulary Chooses to write independently for different purposes	Demonstrates emotional engagement with the content. Will retell stories and poems in their play using vocabulary acquired from their reading experiences. Chooses to write independently for different purposes	Demonstrates emotional engagement with the content. Will retell stories and poems in their play using vocabulary acquired from their reading experiences. Chooses to write independently for different purposes
RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI
Maths	Alive in Five - Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, compare capacity	Alive in Five Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, compare capacity	Alive in Five Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, compare capacity	Growing 6,7,8 Recognising 6, 7 and 8, making pairs, combing 2 groups, comparing length and height, time	Growing 6,7,8 Recognising 6, 7 and 8, making pairs, combing 2 groups, comparing length and height, time	Growing 6,7,8 Recognising 6, 7 and 8, making pairs, combing 2 groups, comparing length and height, time
R.E	Special People					
Physical Development- Gymnastics	Exploring moving in a high way and making high shapes	Exploring in a low way and making low shapes	Exploring how to move safely on apparatus	Exploring moving in high and low ways on apparatus	Exploring movement by travelling under and over	Performing our movements/routines.

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

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

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

	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 families	How to make friendships	Resolving conflict within friendships	The impact of negative language	Self-regulation and managing emotions	Being a good friend
CLL	Listens attentively in a range of situations	Listens attentively in a range of situations	Draws on and uses new vocabulary accurately and in context.	Draws on and uses new vocabulary accurately and in context.	Follows instructions involving several ideas and actions.	Follows instructions involving several ideas and actions.
Focus Text	The Magic Train Ride	The Magic Train	Whatever Next	Whatever Next	Emergency	Emergency
English	Uses phonic knowledge to decode regular words, reading them aloud accurately. Uses their phonic knowledge to write words in ways which match their spoken sounds.	Uses phonic knowledge to decode regular words, reading them aloud accurately. Uses their phonic knowledge to write words in ways which match their spoken sounds.	Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words. Writes some common irregular words.	Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words. Writes some common irregular words.	Reads and understands simple sentences. Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words.	Reads and understands simple sentences. Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words.
Phonics	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI
Maths	To 20 and Beyond - Building numbers beyond 10, counting beyond 10, spatial reasoning	To 20 and Beyond Building numbers beyond 10, counting beyond 10, spatial reasoning	To 20 and Beyond Building numbers beyond 10, counting beyond 10, spatial reasoning	First, Then, Now - Adding more, taking away, spatial reasoning	First, Then, Now Adding more, taking away, spatial reasoning	First, Then, Now Adding more, taking away, spatial reasoning
R.E-	Special Stories- Islam and Muslim					
Physical Development - Ball skills- feet	Exploring moving a ball with our feet.	Controlling the ball	Dribbling with the ball	Moving a ball around obstacles	Moving a ball with a partner	Moving a ball with a group

Trips Planned / Extra Curricular clubs for our year group.		Train Ride- North Bay railway			Fire Station/Police Station/ Lifeboat Trip		
Other Notes	Inter-House Rounders Competition Immersion Day- Push, Peddle or Pull Day		1 st May = Bank Holiday	KS2 SATS Week	KSI SATS Week	Inter-House Football Celebration Event- Invention Convention	

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

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