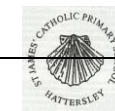


Topics are a guide and could change to suit the interests of the cohorts.



| LONG TERM FORECAST                               |  |   |  |  |  |   |
|--|--|---|--|--|--|---|
| EARLY YEARS FOUNDATION STAGE RECEPTION 2024-2025 |  |   |  |  |  |   |
|  | AUTUMN   |   | SPRING   |  | SUMMER   |   |
| RELIGIOUS EDUCATION                              | Gods World   | Gods Family   | Getting to know Jesus  | Sorrow and Joy   | New Life   | Our Church  |
| PATHWAY TO WRITING                               | The Gingerbread Man  | Im going to eat this ant  | Naughty Bus  | The journey home   | The whale who wanted more  | Supertato   |
|  | Harvest  | Bonfire night<br>Diwali<br>Christmas  | Eid<br>Chinese New Year  | Holy Week<br>Easter  | TBC  |   |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT       | Settling in/getting to know each other games<br>Work as part of a group<br>Play co-operatively, taking turns<br>Take account of others feelings and ideas<br>Show sensitivity                |   |  | Manage behaviour<br>Confidence<br>Speaking in a familiar group<br>Understand and follow rules<br>Confidence to choose resources independently  |  |   |
| COMMUNICATION, LANGUAGE AND LITERACY             | Rhyme<br>Poems on a theme<br>Lists and labels name writing<br>Letter formation<br>Sounds and letters   | Stories with familiar settings<br>Naming parts of books<br>Information texts<br>Predictable/ patterned texts<br>Captions<br>Letter formation<br>Sounds and letters                                    | Features for story writing<br>Rhyme<br>Poems on a theme<br>Captions<br>Letter formation<br>Sounds and letters                          | Information texts<br>Stories from other cultures<br>Traditional tales<br>Letter formation<br>Simple sentences<br>Sounds and letters  | Features for story writing<br>Information texts<br>Predictable/ patterned texts<br>Letter formation<br>Simple sentences<br>Sounds and letters  | Non-fiction books/websites about topics<br>Enjoy rhymes with topic connections<br>Letter formation<br>Simple sentences<br>Sounds and letters                                  |
| MATHS  | Understanding number<br>Counting to 12, -20<br>Ordering numbers<br>Counting and patterns<br>Counting and addition<br>2D Shape and position<br>Comparing                                      | Length<br>3D Shape<br>Money and counting<br>Addition and subtraction<br>Count in 1s to 100<br>Time  | Counting and ordering<br>Counting and ordinal numbers<br>2D Shape and data<br>Addition<br>Patterns and symmetry<br>Counting and adding | Counting and comparing<br>Weight<br>3D Shape and data<br>Counting and comparing<br>Money and counting<br>Time  | Pattern<br>Capacity<br>Measures<br>Money<br>Count in 1s, 10s to 100<br>Count at least 20 objects<br>Add 1,2,3 more by counting on<br>2-D Shape and data                                      | Calculating<br>Capacity<br>Shape, space and measures<br>Time<br>Data handling<br>Money<br>Count in 2s<br>3d shape   |
| UNDERSTANDING OF THE WORLD                       | Developing Mouse skills<br>Using IWB<br>Investigating the environment<br>Learn about the body/ Using senses<br>Past and present<br>Looking at similarities, differences, patterns and change | Developing Mouse skills<br>Using IWB<br><br>Find out what materials toys are made from.<br>Design and make toys in the workshop<br>Joining and constructing<br>Learning about own and others cultures | Logging onto a computer<br>Developing Mouse skills<br>Using IWB<br><br>Ask why things happen and how things work                       | Logging onto a computer<br>Developing Mouse skills<br>Using IWB<br>Using Ipads, cameras<br>Build & construct, adapting work (MINIBEAST HOME)<br>Selecting tools & techniques<br>Find out about local environment | Logging onto a computer<br>Developing Mouse skills<br>Using IWB<br>Using Ipads, Cameras<br>Making things happen – remote control cars<br>Programming beebots<br>Find out about living things | Using IWB<br>Using Ipads, Cameras<br>Making things happen – remote control cars<br>Programming Beebots<br>Using the internet<br><br>Identifying features of the natural world |
| PHYSICAL DEVELOPMENT                             | Keeping healthy<br>Describe change after being active<br>Use small & large equipment   | Awareness of space<br>Use small & large equipment<br>Move with confidence and imagination   | Travel around. Under, over, through, awareness of space<br>Apparatus/ co-ordination & control<br>Play games                            | Use small & large equipment<br>Handle materials with safety & control<br>Move with control & co-ordination   | Use small & large equipment<br>Handle materials with safety & control<br>Dance and games   | Travel around. Under, over, through<br>Use small & large equipment<br>Dance and games   |

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|                            |   |   |  |  |  |   |
|----------------------------|---|---|--|--|--|---|
|                            | Move with control & co-ordination<br>Dance/basic motor skills | Dance/spatial awareness<br>Moving to "bonfire" music<br>Creating bonfire pictures |  | Apparatus/aiming<br>Predicting / estimating                  |  |   |
| EXPRESSIVE ARTS AND DESIGN | Self portraits  | Singing traditional songs and rhymes (and recorded)                               | Use large pieces of fabric to make costumes, scenery and props for role play | Using "what we can find" to make aeroplanes, trains and cars | Listening/dancing to different types of music from the different places of music | Making ocean creatures<br>Singing seaside songs |