

Specific Area:	Topic – Light & Dark (Early Years)	
Links to theme	Personal Development	
Literacy	Core Values	Prime Area Links
<ul style="list-style-type: none"> • Christmas story • Owl Babies – acting out with own puppets. • Diwali- Rama & Sita • Bonfire Night- simple retell and role play of Guy Fawkes story. • Finger gym – creating a rangoli pattern. • Sending cards/letters. • Writing a letter to Father Christmas. 	<ul style="list-style-type: none"> • Integrity - Respect – respect for other cultures and religions. Through stories, role play and Art. 	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine • Confident to speak to others about own needs, wants, interests and opinions. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways. • Experiments with different ways of moving. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> • Can retell a simple past event in correct order. • Focusing attention – still, listen or do but can shift own attention • Uses language to imagine and recreate roles and experiences in play situations. • Understands humour e.g. nonsense rhymes and jokes
Number	<p>Outside Learning Opportunities</p> <ul style="list-style-type: none"> • Made a nest for the owl. • Leaf printing. • Leaf crowns. • Large rangoli patterns outdoors. 	<p>Expressive Arts & Design</p>
<ul style="list-style-type: none"> • Number bonds on baubles/trees etc. • Posting – using stamps and house numbers. • Counting owls & addition. 	<p>Leadership</p> <ul style="list-style-type: none"> • Leading roles in nativity • Leading a dance in P.E – Moving like nocturnal animals. 	<ul style="list-style-type: none"> • Sings a few familiar songs. • Uses movement to express feelings. • Creates movement in response to music. • Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences. • Begins to build a repertoire of songs and dances.
<p>Shape, space & measures</p> <ul style="list-style-type: none"> • Create a shape Christmas tree. • Advent countdown to Christmas. • Weighing presents. • Routine of the day. • Talking about seasons – getting dark earlier etc. 	<p>Safeguarding</p> <ul style="list-style-type: none"> • Bonfire safety • Fire safety • Stranger danger 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family and friends. • Remembers and talks about significant events in their own experience. • Enjoys joining in with family customs and routines.

Specific Area:	Year Group: Superheroes	
Links to theme	Personal Development	
Literacy	Core Values	Prime Area Links
<ul style="list-style-type: none"> Initial sound superhero hunt. Label a superhero (themselves) Rhyming stories- Supertato. Writes own name. Retell/sequence stories. Tricky word hunt using spy pens. 	<ul style="list-style-type: none"> Service – Working as a team and helping others. Through stories and circle time. Individuality- we are all special in our own way. 	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> Welcomes and values praise for what they have done. Shows confidence in asking adults for help. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Aware of boundaries set, and of behavioural expectations in the setting. Confident to speak to others about own needs, wants and interests. Can play in a group, extending and elaborating play ideas. Initiates conversations. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Dresses with help. Uses simple tools to effect changes to materials. Holds pencil near point between first two fingers. Shows a preference for a dominant hand. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups when conversation interests them. Listens to stories with increasing attention and recall. Maintains attention, concentrates and sits quietly during appropriate activity. Shows understanding for prepositions such as under, on top and behind by carrying out an action. Able to follow a story without pictures or prompts.
Number	Outside Learning Opportunities	
<ul style="list-style-type: none"> Spy pen number hunt. Counting superhero songs (back from 10) Superhero counting actions. Adding two groups- krypton stones. 	<ul style="list-style-type: none"> PE- Different ways of moving. Forest school- recap rules/ introduce F.S rules. 	
Shape, space & measures	Leadership	
<ul style="list-style-type: none"> Positional language- superhero city. Non-standard measure- height of building/ superheroes. To use blocks to make a building/ city. 	<ul style="list-style-type: none"> Chn to be given small jobs/ responsibilities in the classroom. Literacy Lion & Maths Monkey challenges. Making choices about what equipment they can use. 	
	Safeguarding	Expressive Arts & Design
	<ul style="list-style-type: none"> Appropriate relationships with others. Fire safety 	<ul style="list-style-type: none"> Uses available resources to create props to support role play. Engages in imaginative role play based on own first hand experiences. Introduces a storyline or narrative in their play. Plays alongside other children who are engaged in the same theme. Realises tools can be used for a purpose. Use simple tools and techniques competently and appropriately.
		Understanding the World
		<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Talk about some of the things that make them unique. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Knows how to operate simple equipment.

Specific Area:	Topic – Julia Donaldson (Early Years)	
Links to theme	Personal Development	
Literacy	Core Values	Prime Area Links
<ul style="list-style-type: none"> • Zog, The Gruffalo, The Smartest Giant in Town - Talk for writing • Label giant/ design and label own dinosaur (Zog) • Story maps • Retelling the story. Innovating the story (Reception) • Rhyming words. • Writing letters • Storytelling baskets/ props/ spoons. 	<ul style="list-style-type: none"> • Individuality – The Smartest Giant in Town. 	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Begins to accept the needs of others and can take turns and share resources, sometimes with support of others. • Beginning to be able to negotiate and solve problems without aggression. • Take steps to resolve conflicts with other children e.g. finding a compromise. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Can copy some letters e.g. letters from their name. • Observes the effects of activity on their body. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Practises some appropriate safety measures without direct supervision. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> • Focusing attention – still listen or do but can shift own attention. • Beginning to understand why and how questions. • Uses talk to connect ideas. • Explain what is happening and anticipate what might happen next. Recall and relive past experiences. • Two-channelled attention – can listen and do for short span. • Listens and responds to ideas expressed by others in conversation or discussion.
Number	Outside Learning Opportunities	
<ul style="list-style-type: none"> • Ordering numbers • Counting patterns 	<ul style="list-style-type: none"> • Creating a map • Build a log pile house • Shadows • Sorting animals that live in the woods and those that don't. 	
Shape, space & measures	Leadership	
<ul style="list-style-type: none"> • Measuring footprints • Height – how tall are the animals? Ordering Zog in height order as he grows up. • Beebots – around the woodland • Money – buying clothes for the Smartest giant. • Classifying groups 	<ul style="list-style-type: none"> • Leading by example – being kind and caring. 	
	Safeguarding	Expressive Arts & Design
	<ul style="list-style-type: none"> • Keeping safe outdoors • Animal safety – dog safety 	<ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Makes up rhythms • Sings a few familiar songs • Manipulates materials to achieve a planned effect. • Understands that different media can be combined to create new effects. • Chooses particular colours to use for a purpose.
		Understanding the World
		<ul style="list-style-type: none"> • Shows care and concern for living things and the environment. • Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones. • Uses ICT hardware to interact with age appropriate computer software. • Looks closely at similarities, differences, patterns and change.

Specific Area:	Year Group: EYFS – How does your garden grow?	
Links to theme	Personal Development	
Literacy	Core Values	Prime Area Links
<ul style="list-style-type: none"> Talk for Writing – The Enormous Turnip. Retelling the story using story spoons, puppets and masks. Creating a Story Map. Making Spring information books. Writing/ Ordering instructions for how to grow a plant. Innovating the story – Changing the character/ vegetable. 	<ul style="list-style-type: none"> Integrity - Respect- respect for the environment. Looking after plant and living things. 	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> Welcomes and values praise for what they have done. Shows confidence in asking adults for help. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Aware of boundaries set, and of behavioural expectations in the setting. Confident to speak to others about own needs, wants and interests. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways. Uses simple tools to effect changes to materials. Holds pencil near point between first two fingers and uses it with good control. Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups when conversation interests them. Listens to stories with increasing attention and recall. Maintains attention, concentrates and sits quietly during appropriate activity. Shows understanding for prepositions such as under, on top and behind by carrying out an action. Able to follow a story without pictures or prompts. Uses vocabulary focussed on objects and people that are of particular importance to them. Introduces a storyline or narrative in their play.
	Outside Learning Opportunities	
	<ul style="list-style-type: none"> Gardening – Growing our own turnip. Forest school- Identifying signs of Spring. Going on a Spring walk. 	
Number	Leadership	Expressive Arts & Design
<ul style="list-style-type: none"> Counting seeds Thumbprint petal counting Estimating Adding flowers (Rec) Separating a group of 3 or 4 objects. 	<ul style="list-style-type: none"> Chn to be given responsibility of watering their own plant. Making choices about what equipment they can use. 	<ul style="list-style-type: none"> Uses available resources to create props to support role play. Engages in imaginative role play based on own first hand experiences. Introduces a storyline or narrative in their play. Taps out simple repeated rhythms. Explores the different sounds of instruments. Experiments to create different textures. Begins to build a repertoire of songs and dances.
Shape, space & measures	Safeguarding	Understanding the World
<ul style="list-style-type: none"> Measuring plant height. 2D Shapes – flowers 	<p>Road Safety</p> <p>Plant Safety</p>	<ul style="list-style-type: none"> Shows care and concern for living things in the environment. Develop an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Looks closely at similarities, differences, patterns and change.

<p>Specific Area:</p> <p>Links to theme</p>	<p>Topic – Minibeasts (Early Years)</p>	
<p>Literacy</p>	<p>Personal Development</p>	
<ul style="list-style-type: none"> • Superworm, What the Ladybird Heard, The bad tempered ladybird, the very hungry caterpillar– Talk for writing • Story maps • Retelling the story. Innovating the story (Reception) • Listening/ making sounds. Linking to stories. • Writing lists of minibeasts that they have found. • Describing minibeasts – Riddles (Who am I?) • Storytelling baskets/ props/ spoons. • Rhyming words – matching the rhyming words and creating own rhyming words. • Non fiction – facts about minibeasts. 	<p>Core Values</p>	<p>Prime Area Links</p>
<p>Number</p>	<ul style="list-style-type: none"> • Integrity - Respect – respecting the environment and living things. • Pride of Place – caring for and looking after living things. 	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Begins to accept the needs of others and can take turns and share resources, sometimes with support of others. • Beginning to be able to negotiate and solve problems without aggression. • Take steps to resolve conflicts with other children e.g. finding a compromise. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Can copy some letters e.g. letters from their name. • Observes the effects of activity on their body. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Practises some appropriate safety measures without direct supervision. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> • Focusing attention – still listen or do but can shift own attention. • Beginning to understand why and how questions. • Uses talk to connect ideas. • Explain what is happening and anticipate what might happen next. Recall and relive past experiences. • Two-channelled attention – can listen and do for short span. • Listens and responds to ideas expressed by others in conversation or discussion.
<ul style="list-style-type: none"> • Counting legs on minibeasts • Number bond bugs/ ladybirds • Matching numeral/ adding bugs on a leaf • Punch the correct number of munches into the leaf (Nursery) • Sharing food between two caterpillars 	<p>Outside Learning Opportunities</p>	
<p>Shape, space & measures</p>	<ul style="list-style-type: none"> • Forest school- bug hunting, classifying bugs, making a bug hotel • Exploring and using different materials outside to make and construct. 	
<ul style="list-style-type: none"> • Ordering two or three items by length – which caterpillar is longer/ shorter? • Days of the week, time to the hour – bad tempered ladybird, hungry caterpillar • Adding different 2d shapes onto a butterfly. 	<p>Leadership</p>	
	<ul style="list-style-type: none"> • Create their own rules for looking after the environment and living things. • Develop children’s ability to identify their next steps. 	<ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Makes up rhythms • Sings a few familiar songs • Manipulates materials to achieve a planned effect. • Understands that different media can be combined to create new effects. • Chooses particular colours to use for a purpose.
	<p>Safeguarding</p>	<p>Understanding the World</p>
	<ul style="list-style-type: none"> • Keeping safe outdoors • Safer relationships - PANTS 	<ul style="list-style-type: none"> • Shows care and concern for living things and the environment. • Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones. • Uses ICT hardware to interact with age appropriate computer software. • Looks closely at similarities, differences, patterns and change.

Specific Area: Links to theme	Topic – Celebrations (Early Years)	
Literacy	Personal Development	Prime Area Links
<ul style="list-style-type: none"> • Christmas story • Stick man – acting out with own sticks • Rama and Sita – dressing up, acting out. Ask the Hothi's to borrow things. • Simple retell and role play of Guy Fawkes story. • Finger gym – creating a rangoli pattern and copying. • Sending cards/letters. 	<ul style="list-style-type: none"> • Integrity - Respect – respect for other cultures and religions. Through stories, role play and Art. 	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine • Confident to speak to others about own needs, wants, interests and opinions. <p>PHYSICAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways. • Experiments with different ways of moving. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> • Can retell a simple past event in correct order. • Focusing attention – still, listen or do but can shift own attention • Uses language to imagine and recreate roles and experiences in play situations. • Understands humour e.g. nonsense rhymes and jokes
Number	<p>Outside Learning Opportunities</p> <ul style="list-style-type: none"> • Stick man – Forest School, creating stick men, stick man storytelling • Large rangoli patterns outdoors. 	Expressive Arts & Design
<ul style="list-style-type: none"> • Number bonds on baubles/trees etc. • Posting – using stamps and house numbers. 	Leadership	<ul style="list-style-type: none"> • Sings a few familiar songs. • Uses movement to express feelings. • Creates movement in response to music. • Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences. • Begins to build a repertoire of songs and dances.
Shape, space & measures	<ul style="list-style-type: none"> • Leading roles in nativity • Leading a dance in P.E – creating their own moves. 	Understanding the World
<ul style="list-style-type: none"> • Create a shape Christmas tree. • Advent countdown to Christmas. • Weighing presents. • Routine of the day. • Talking about seasons – getting dark earlier etc. 	Safeguarding	<ul style="list-style-type: none"> • Recognises and describes special times or events for family and friends. • Remembers and talks about significant events in their own experience. • Enjoys joining in with family customs and routines.
<ul style="list-style-type: none"> • Bonfire safety • Fire safety • Stranger danger 		