


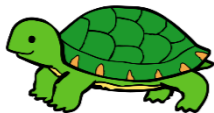






## Springfield Infant School & Nursery – EYFS Yearly Plan

At Springfield Infant School & Nursery we believe that our children deserve and need us to provide more than just the EYFS Curriculum. Life has so much more to offer and our children have so much more to learn and experience. At the heart of our curriculum offer is our fundamental belief that children must leave our school having mastered the basics of Reading, Writing and Maths, underpinned by the ability to communicate effectively and the development of exceptional learning behaviours. High expectations of what children can achieve right from their first day in EYFS and throughout this first stage of their educational journey, unite our team to ensure children at Springfield Infants leave us with 'strong foundations for a lifetime of learning'.

### Key Drivers of our Curriculum

Community	Communication	Adventure	Initiative	Environment	Possibilities
We want our children to develop a sense of pride in themselves and respect for others. We believe they need to have a highly developed emotional literacy and excellent manners in order to experience positive relationships. We believe in the power of the school community to change and enhance lives.	We want our children to become eloquent orators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning.	We are passionate about the health of our children. We want our children to lift their eyes from the screen to be excited by the real world, engaging in rich experiences to develop imagination. We will use competition to develop confidence and allow them to manage real risks by having fun and a little danger!	It is vital that we nurture the natural curiosity of our children, enabling them to become independent in thought & action & encouraging them to imagine, enquire & become increasingly enterprising. We will give children opportunities to think critically, by solving problems & making choices.	We believe our children need to know about & understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity & show they care about its management & sustainability.	Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.

### Underpinned by who we want our children to be:

 <b>CREATIVE IMAGINATIVE RESOURCEFUL INDEPENDENT</b>	 <b>RESILIENT PERSEVERENCE TENACIOUS SELF-DISCIPLINED</b>	 <b>THINKS LISTENS SPEAKS HAS A VOICE</b>	 <b>FOCUSSED CONCENTRATES PRECISE HAS STICKABILITY</b>	 <b>TEAM PLAYER SHARES COOPERATES COLLABORATES</b>	 <b>BRAVE CONFIDENT TAKES RISKS ACCEPTS MISTAKES</b>	 <b>PROUD PRESENTABLE SEEKS BEAUTY FINDS JOY</b>	 <b>SELF AWARE EMPATHETIC EMOTIONAL STRONG</b>
--	---	--	--	--	---	---	--

### Year R Curriculum Overview

	Autumn Term 1 September / October	Autumn Term 2 November / December	Spring Term 1 January / February	Spring Term 2 March / April	Summer Term 1 April / May	Summer Term 2 June / July
<b>Our Roleplay Area Ideas:</b>	Homes & Houses – traditional kitchen etc.	Autumn Explorer – leaves / conkers / acorns / pumpkins/ magnifying glasses Christmas post office/Santa's grotto	Small World Arctic scene Igloo	Garden Centre – growing The Potting Shed – plant growth Emergency services hut	Vets School	Coastguard station/ /Beach Hut/Recycling centre
	<b>Marvellous Me!</b>	<b>Awesome Autumn/ A special baby</b>	<b>Wonderful Winter</b>	<b>People that help us/ Healthy Me</b>	<b>Spring has sprung/ Amazing animals</b>	<b>Amazing animals/ Sparkling Summertime</b>
<b>Learning Buddy</b>	Intro all.	Review all	Review all	Review all	Review all	Review all
<b>Celebrations</b>	Harvest	5 <sup>th</sup> Nov - Fireworks Night 12 <sup>th</sup> Nov – Remembrance/ Divali 25 <sup>th</sup> December - Christmas	1 <sup>st</sup> Jan – New Year's Day 10 <sup>th</sup> Feb– Chinese New Year 13 <sup>th</sup> February Shrove Tuesday	7 <sup>th</sup> Mar – World Book Day Easter 29 <sup>th</sup> - 1 <sup>st</sup> April Wb 8 <sup>th</sup> March British Science week 10 <sup>th</sup> March – Mother's Day 15 <sup>th</sup> March Red Nose Day	20 <sup>th</sup> May – Walk to School week	6 <sup>th</sup> June - Father's Day
<b>Enrichment</b>	Hand print keepsakes- my first week at school Local area walk- send a postcard home.	Autumn Walk – Christchurch park- collect leaves for Leaf Man picture. Nativity performance	Winter Walk – walk to the Dales	Dental Nurse visit Morrison's Visit	Easton Farm Park (Lambs?/Chicks) Planting veg beds Minibeast Hunt/ Caterpillar into Butterfly kit	Beach visit

<p><b>Texts</b></p>	<p>Super Duper You – Sophy Henn · The colour monster – Anna Llenas · Amazing – Steve Anthony · I’m special, I’m me – Ann Meek · What Makes Me Happy? by Catherine and Laurence Anholt · Knock! Knock! By David Bedford · What Do I Look Like? By Nick Sharratt · I don’t want curly hair – Laura Ellen Anderson · The same but different too – Karl Newson Starting school- Janet and Alan Ahlberg · I Am Too Absolutely Small for School by Lauren Child · The colour monster goes to school – Anna Llenas · Topsy and Tim start school - Jean Adamson &amp; Belinda Worsley · The Colour Monster – Anna Llenas · Grumpy Frog – Ed Vere · Something else – Kathryn Cave · The Great Big Book of Feelings / Great Big Book of Families –Mary Hoffman · Mine – Rachel Bright · The Yes – Sarah Bee · My Hair – Hannah Lee ·</p>	<p>Tree: Seasons come, seasons go – Patricia Hegarty · A stroll through the seasons – Kay Barnham · The squirrels who squabbled – Rachel Bright · Nature’s Day – Kay Maguire · Because of an acorn – Lola Schaefer · Goodbye summer, hello autumn – Kenard Pak · Leaf Man – Lois Ehlert · Autumn Leaves - Ken Robbins · Seasons – Hannah Pang. Meet the weather-. Little Acorn- ·</p> <p>Father Christmas &amp; the Donkey – Elizabeth Clark · The Church Mice at Christmas – Graham Oakley · Dasher – Matt Tavares · Dear Santa – Rod Campbell · The Night Before Christmas – Clement Clarke Moore · This is the Star – Jesus Christmas Party – Nicholas Allen · Green is for Christmas / The Crayons Christmas – Drew Daywait · 12 days of Christmas · Various versions of the Christmas Story</p>	<p>Ridiculous! – Michael Coleman · One Snowy Night – Nick Butterworth · Snow Bears – Martin Waddell · Robin’s winter song – Suzanne Barton · Goodbye autumn, hello winter – Kenard Pak · Winter Wonderland – Jill Esbaum · Winter in White – Robert Sabuda · Kipper’s Snowy Day – Mick Inkpen · Winter – Sian Smith</p>	<p>When I grow up I want to be... series Rosamund Lloyd · When I grow up – AD Largie · when I grow up – Tim Minchin · Superhero like you – Dr Ranj · What do people do all day? – Richard Scarry · All through the night – Polly Foster · An engineer like me – Dr Shini Somara Emergency!</p> <p>Oliver’s Vegetables and Oliver’s Fruit Salad – Vivian French, The Very Hungry Caterpillar by Eric Carle, The Runaway Pea – Kjartan Poskitt, The Worrysaurus – Rachel Bright, Why should I brush my teeth? – Katie Daynes</p>	<p>Jasper’s Beanstalk by Nick Butterworth · The Tiny Seed by Eric Carle, The Enormous Turnip – Ladybird, Jack and the beanstalk – Ladybird, Jim and the Beanstalk - Raymond Briggs, Sam Plants a Sunflower – Kate Petty, Farmer Duck by Martin Waddell, Farmyard Hullabaloo – Giles Andreae, The Bad Tempered Ladybird – Eric Carle</p> <p>Non- fiction – farm, minibeasts, plants,</p> <p>Dear Zoo – Rod Campbell, Monkey Puzzle –Julia Donaldson, Hullabaloo at the zoo – Zanna Davidson, Meerkat Mail – Emily Gravett, The Ugly Five – Julia Donaldson, Rumble in the Jungle – Giles Andreae</p> <p>Non- fiction – wild animal books</p>	<p>Non- fiction – Summer, ‘The Very Hungry Caterpillar’s First Summer’ – Eric Carle.</p> <p>Tiddler – Julia Donaldson, Rainbow Fish – Marcus Pfister, Commotion in the Ocean - Giles Andreae, Sharing a Shell – Julia Donaldson, Snail and the Whale – Julia Donaldson, The Lighthouse Keeper’s Lunch – Ronda/David Armitage, Lucy and Tom at the seaside – Shirley Hughes, What the Ladybird Heard at the Seaside – Julia Donaldson</p> <p>Flotsam – David Wiesner, Dear Earth – Isabel Otter, What a Waste – Jess French, Harry Saves the Ocean – Sylvia Fae, Please Help Planet Earth – Ladybird, Here We Are – Oliver Jeffers</p>
<p><b>Discussion questions / sentence stems</b></p>	<p>How can I say hello? Hello my name is..... How have I changed? This part of my body is called.... In my family is....? In my local area I can see...</p>	<p>What are seasons? What is it like in Autumn? What colours can I see? What do I wear in the Autumn? How do you celebrate Christmas? The Christmas Story – a story from the past</p>	<p>What is it like in Winter? What is snow? What happens to ice when the sun comes out? Where has all the wildlife gone?</p>	<p>What does healthy mean? How can we keep our bodies healthy? Do you need to brush your teeth? What is exercise? Who can help me? What does a (emergency service worker) do?</p>	<p>How do we know it is Spring? What are the signs? How do plants and animals grow/change?  What is the difference between wild and tame animals/pets? Why are animals kept in a zoo? Where do wild animals live? (Environments)</p>	<p>What is the weather like in Summer? How does the weather change the things we do? How does Summer make you feel?  What can you find at the seaside? Would you rather be at the beach or in a town? Why? How has the seaside changed? What creatures live at the seaside?</p>
<p><b>Vocabulary</b></p>	<p>Family- mum, dad, brother, sister Home, school, pavement, postbox, post office, stamp, lamp post, dentist, doctors surgery, local area, knee, elbow, wrist</p>	<p>Season · September · October · November · Autumn · Tree · Leaf · Orange · Brown · Red · yellow · Firework · cloudy · rain· acorn · conker · seed · fruit · falling, Jesus, Mary, Angel, Christian, Joseph, Shepherd, Manger.</p>	<p>Season · December · January · February · Winter · cold · icicle · gloves · scarf · coat · snow · frozen · dark · hibernate · snowflake · slip · bare trees · evergreen ·</p>	<p>Season – March, April, May. Health – exercise – dentist – nurse – vegetable – fruit – sugar – sweet – savoury – worried Emergency- doctor- nurse- dentist- police- fire engine- fire fighter-danger</p>	<p>Spring – grow – change – plant – leaf – flower – seed – farm – farmer – farmyard animal and their young names – insect names  Wild – tame – pet – wild animal names – zoo – jungle – savannah – plain - extinct</p>	<p>Season – June, July, August- change – hot – sunny- warm  Seaside – beach – shore – pebbles – ice-cream – fish and chips – beachhut – sea – coastguard – lighthouse – shell – fish  Compost – decay – pollution – recycle – reuse – reduce – litter – plastic – melting – floods – weather – change –sea levels</p>
<p><b>Circle Time</b></p>	<p>Who am I Likes and dislikes Show and tell Manners Learning buddies</p>	<p>Seasonal change Celebrations in my house Family traditions Learning buddies Manners Kindness</p>	<p>My Christmas New year resolutions Seasonal change CNY Pants rule</p>	<p>How I move my body My hobbies When I grow up I want to be How I keep healthy Who can help me</p>	<p>Growth-me as a baby and me now How things grow My pets My favourite animals Conservation-zoo</p>	<p>Safety in the sun Seasonal changes Summer activities Plastic pollution Transition to year 1-look how far I’ve come</p>
<p><b>Jigsaw</b></p>	<p>Being me in my world</p>	<p>Celebrating difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>

<b>Talk4writing</b>	Traditional tales- 3 little pigs, Three Billy goats, Goldilocks	Traditional tales- cont. We're going on a Leaf Hunt Xmas story- link to play	The Gruffalo, The little red hen, Shark in the Park	Jack and the Beanstalk, Handa's Surprise, Farmer Duck	The Sleepy Bumblebee, The Baby Mouse, Dear Zoo	Under the sea- create stories
<b>PE</b>	Me and myself/ Movement development	Working with others	Fun and games	Throwing and catching	Dance	Fitness

**Progressing into the KS1 curriculum....**

<b>In English we will focus on:</b>	<ul style="list-style-type: none"> <li>- Listening to &amp; talking about books</li> <li>- Recognising my name</li> <li>- RWI Phonics</li> <li>- Active storytelling &amp; Nursery Rhymes</li> <li>-Hand, finger, upper body strength</li> <li>-Secure pencil grasp</li> <li>-Hand-eye coordination</li> <li>-Hand dominance</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to &amp; talking about books</li> <li>- RWI Phonics - blending</li> <li>- Active storytelling &amp; Nursery Rhymes</li> <li>-Hand and finger strength</li> <li>- Secure pencil grasp</li> <li>- Using some clearly identifiable letters to write my name</li> </ul>	<ul style="list-style-type: none"> <li>- Being a storyteller (puppets / roleplay)</li> <li>- RWI Phonics</li> <li>- Active storytelling &amp; Nursery Rhymes</li> <li>- Secure pencil grasp</li> <li>- Attempting to write words in line with phonological awareness - lists, captions, speech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>- Being a storyteller (puppets / roleplay)</li> <li>- RWI Phonics</li> <li>- Active storytelling &amp; poetry</li> <li>- I can write my name</li> <li>- Attempting to write words in line with phonological awareness - story maps</li> <li>Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to &amp; talking about non-fiction books – contents / index</li> <li>- RWI Phonics</li> <li>- Active storytelling &amp; poetry</li> <li>- I can write my name</li> <li>- Attempting to write words in line with phonological awareness – Recount / instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Using non-fiction books to find answers to questions</li> <li>- RWI Phonics</li> <li>- Active storytelling &amp; poetry</li> <li>- I can write my name</li> <li>- Attempting to write words in line with phonological awareness – Letter / poem</li> </ul>
<b>In our Maths we will focus on: (PowerMaths &amp; Numbersense)</b>	<ul style="list-style-type: none"> <li>- Counting to 5</li> <li>- Recognising numbers to 5</li> <li>- Comparing quantities of identical &amp; non-identical objects</li> <li>- Shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Subitising &amp; comparing numbers</li> <li>- Writing numbers to 5</li> <li>- One more, one less</li> <li>- Part-whole model</li> <li>- Simple Pattern</li> </ul>	<ul style="list-style-type: none"> <li>- Counting to 10</li> <li>- Recognising numbers to 10</li> <li>- Combining to groups to find the whole</li> <li>- Length, height &amp; weight</li> </ul>	<ul style="list-style-type: none"> <li>- Subitising &amp; comparing numbers</li> <li>- Using a ten frame</li> <li>- Part whole model</li> <li>- Subtraction</li> <li>- Complex Pattern</li> </ul>	<ul style="list-style-type: none"> <li>- Subitising &amp; comparing numbers</li> <li>- Adding by counting on</li> <li>- Taking away by counting back</li> <li>- Counting to 20</li> <li>- Shape</li> </ul>	<ul style="list-style-type: none"> <li>- Subitising &amp; comparing numbers</li> <li>- Doubling &amp; Halving</li> <li>- Odds &amp; Evens</li> <li>- Volume &amp; capacity</li> <li>- Time</li> </ul>
<b>In Geography we will focus on:</b>	<p><b>What is it like around here?</b>  <b>PCC ELG</b> - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p>	<p><b>Does every house have a Christmas tree?</b> <b>PCC ELG:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p><b>Does everywhere in the world have snow?</b>  <b>PCC ELG:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p><b>Places where we see People Who Help Us</b>  <b>PCC ELG :</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>Comparing different environments – African Savanah and fields and hedgerows in the UK</b>  <b>PCC ELG:</b> Explain some similarities and differences between life in this country and life in other countries  <b>Use/make a basic map to plot where animals were at the zoo and how to find them.</b>  <b>PCC ELG :</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>Compare the seaside environment to African Savanah and where we live.</b>  <b>PCC ELG :</b> Describe their immediate environment using knowledge from observation.</p>
<b>In History we will focus on:</b>	<p><b>How have we changed?</b>  <b>PP ELG</b> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><b>Who is the baby in the hay?</b>  <b>PP ELG</b> - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>How have the seasons changed?</b>  <b>PP ELG</b> - Talk about the past.</p>	<p><b>What jobs do people do in my local area? Images and figures from the past e.g past uniforms compared to present.</b>  <b>Past and present athletes and records they have set.</b>  <b>PP ELG</b> - Talk about the lives of the people around them and their roles in society.</p>	<p><b>Extinct animals</b>  <b>PP ELG:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><b>What the seaside used to be like when our Grandparents were little?</b>  <b>PP ELG :</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>
<b>In Science we will focus on:</b>	<p><b>My growth and change.</b>  <b>TNW ELG:</b> I can make observations of animals.</p>	<p><b>How does the environment change in Autumn?</b>  <b>TNW ELG:</b> Explore the natural world around them, making observations &amp; drawing pictures of animals and plants;</p>	<p><b>Where do all the birds and animals go in the Winter?</b>  <b>TNW ELG:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p><b>How can I keep my body healthy?</b>  <b>MS ELG:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>Similarities and differences between wild animals in the UK vs Africa.</b>  <b>TNW ELG :</b> Know some similarities and differences between the natural world</p>	<p><b>Explore similarities and differences between environments in Summer.</b>  <b>TNW ELG :</b> Know some similarities and differences between the</p>

		- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	<b>GMS ELG:</b> Demonstrate strength, balance and coordination	around them and contrasting environments, drawing on their experiences and what has been read in class <b>How do plants and animals grow and change?</b> <b>TNW ELG:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.	natural world around them and contrasting environments. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>In Art we will focus on:</b>	<b>What makes a face? (Explore variety of portrait artists)</b>	<b>What are the colours of Autumn?</b>	<b>What is white?</b>	<b>Showing emotions in drawings</b>	<b>Collage – wild animals</b>	<b>Use recycled materials to represent a scene from the topic.</b>
	<b>CWM ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function; Share their creations, explaining the process they have used;		<b>CWM ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	<b>CM ELG :</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <b>BIE ELG:</b> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>CM ELG :</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.	<b>CM ELG :</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;
<b>In DT we will focus on:</b>	<b>What makes a building strong?</b> <b>CM ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	<b>What can I hang on my tree?</b> <b>CM ELG:</b> Share their creations, explaining the process they have used;	<b>Make a bird feeder.</b> <b>CM ELG :</b> Explore materials, tools and techniques	<b>Design an emergency vehicle</b> <b>CM ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	<b>Cooking – healthy food</b> <b>CM ELG:</b> Safely use and explore a variety of materials, tools and techniques	<b>Design a beach hut that you would like to use at the seaside.</b> <b>CM ELG:</b> Share their creations, explaining the process they have used.
<b>In PE we will focus on:</b>	<b>How does my body work? Me &amp; Myself</b> <b>MS ELG:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	<b>How many different ways can I move?</b> <b>Movement &amp; Development</b> <b>GMS ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<b>Can I throw and catch accurately? Throwing &amp; Catching / Ball Skills</b> <b>GMS ELG:</b> Demonstrate strength, balance and coordination when playing	<b>Can I move in time to music? Dance</b> <b>BI&amp;E ELG -</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>Why are rules important when playing games? Fun &amp; Games</b> <b>MS ELG:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;	<b>How can I be a good team member? Working with Others / Fitness</b> <b>MS ELG:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly; <b>BR ELG:</b> Show sensitivity to their own and to others’ needs.
<b>In Music we will focus on:</b>	<b>TERM 1 - Sing 1 – I’ve got a grumpy face Listen 1 – Sorcerer’s Apprentice</b> <b>TERM 2 - Sing 2 – Witch, Witch Sing 3 – Row, row, row your boat</b>		<b>TERM 3: Listen 2 – Cuckoo Polka Sing 4 – Shake my sillies out</b> <b>TERM 4: Sing 5 – Up &amp; Down Sing 6 – 5 fine bumble bees</b>		<b>TERM 5: Sing 7 – Down there under the sea Listen 3 – It’s oh so quiet</b> <b>TERM 6: Sing 8 – Slap Clap Clap Sing 9 – Bow, Bow, Bow Belinda</b>	
<b>LAU ELG:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions <b>S ELG:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <b>SR ELG:</b> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or action <b>BR ELG:</b> Work and play cooperatively and take turns with others; <b>GMS ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others <b>FMS ELG:</b> Use a range of small tools (instrument beaters) <b>BI&amp;E ELG -</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.						
<b>In RE we will focus on:</b>	<b>Why is the word God so important to Christians?</b>	<b>Why do Christians perform Nativity plays at Christmas?</b>	<b>How can we help others when they need it?</b>	<b>Why do Christians put a cross in an Easter garden?</b>	<b>What makes every single person unique and precious?</b>	<b>How can we care for our wonderful world?</b>
<b>In Computing we will focus on:</b>	<b>MiniMash</b> Pin – All About Me Pin - Builders	<b>MiniMash</b> Pin – Autumn / Weather Pin – Christmas Pin - Feelings	<b>MiniMash</b> Pin – Winter / Weather Pin – 2Beat / 2Explore	<b>MiniMash</b> Pin – Spring / Easter Pin – Garden / Minibeasts / Farm Pin – People who help us	<b>MiniMash</b> Pin – Food Pin - Zoo	<b>MiniMash</b> Pin – Summer / Seasons Pin – Under the sea / Seaside
<b>In RSHE we will focus on:</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

	<p><b>MS ELG:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>BR ELG:</b> Work &amp; play co-operatively and take turns with others.</p>	<p><b>BR ELG:</b> Show sensitivity to their own and to others' needs.</p>	<p><b>SR ELG:</b> Set and work towards simple goals, Give focused attention to what the teacher says,</p> <p><b>MS ELG:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><b>BR ELG:</b> Work and play co-operatively and take turns with others.</p>	<p><b>MS ELG:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>SR ELG:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b>BR ELG:</b> Form positive attachments to adults and friendships with peers.</p>	<p><b>SR ELG:</b> Give focused attention to what teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>BR ELG:</b> Form positive attachments to adults and friendships with peers.</p>
--	--	---	---	--	---	---

<p><b>Special Events around the Year</b> - <a href="#">Special Dates Calendar - 'A Little Owls Resources' website (littleowls-premium.com)</a></p> <p><b>Book Lists</b> - <a href="#">Bookfinder: find children's books for every age   BookTrust</a></p> <p><b>PE</b> - <a href="#">My account - PE Planning</a></p>	<p><b>Music</b> - <a href="#">Login   Sing Up</a></p> <p><b>RE</b> - <a href="#">EYFS Emmanuel Project Intro to Scheme of work-1.pdf (suffolklearning.com)</a></p> <p><b>RSE</b> - <a href="#">Jigsaw (jigsawpshe.online)</a></p>
---	---