



## Small School. Big Hearts. Big Ambitions

# Early Years Two Year Rolling Programme

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding.  
 Philippians 1:9

EYFS	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Expressive arts and design
Autumn A  Ourselves and Let's Play	<u>English</u> Drawing Club	<u>PE</u> Balance ability  Gymnastics - topic based	<u>PSHE</u> Myself and my Relationships 1: Beginning and Belonging  Myself and my Relationships 2: Me, my family, my friends (including anti-bullying)  Myself and my Relationships 3: Me and my emotions	<u>Phonics - Little Wandle</u> <b>Sounds:</b> s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk Words with /s/ added at the end (hats, sits) Words ending in s /z/ (his, bags) <b>Tricky words:</b> is I the put pull full as and has his her go no to into she push her of we me be  <u>English</u> Drawing Club	<b>Mastering Number:</b> Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts  <b>Whiterose Maths:</b> Circles and triangles Shapes with 4 sides	<u>RE</u> Why is the word 'God' so important to Christians? Why do Christians perform nativity plays at Christmas?  <u>Science</u> <u>Materials</u> - What are things made out of? <u>Humans</u> - What are my body parts called?  <u>History</u> <u>Toys</u> Looking at toys of today and in the past. <u>Geography</u> <u>Human &amp; physical geography</u> : Looking at where we live. <u>Computing</u> Barefoot computing - Awesome Autumn Winter warmers  Turning on Ipad Taking photographs	<u>Music</u> Me  Christmas and Nativity My Story  The Nativity Production  <u>Art</u> <u>Painting</u> - Self-portraits Artist - Picasso  <u>Textiles</u> - Weaving Artist - Anni Albers  <u>Digital media</u> - Photography and stop motion linked to computing  <u>DT</u> <u>Textiles</u> - Puppets

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<p>Spring A</p> <p>Fire, Fire! and People who help us</p>	<p><b>English</b></p> <p>Drawing club</p>	<p><b>PE</b></p> <p>Dance-topic based</p> <p>Swimming</p>	<p><b>PSHE</b></p> <p>Healthy and Safer Lifestyles 2:</p> <p>Keeping Safe including drug education</p> <p>Citizenship 1: Identities and diversity</p>	<p><b>Phonics - Little Wandle</b></p> <p><b>Sounds:</b></p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>words with double letters: dd mm tt rr gg pp ff</p> <p>longer words.</p> <p>Words with double letters</p> <p>Words with two or more digraphs</p> <p>Works ending in -ing, -s, -es</p> <p>Compound words</p> <p>Words with s in the middle /z/ s</p> <p><b>Tricky words:</b></p> <p>was you they my all are sure pure</p> <p><b>English</b></p> <p>Drawing Club</p>	<p><b>Mastering Number:</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p><b>Whiterose Maths:</b></p> <p>Mass and capacity</p> <p>Length, height, time</p>	<p><b>RE</b></p> <p>How can we help others when they need it?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p><b>Science</b></p> <p>Seasonal change- what are the seasons, what can we see in each season?</p> <p>Weather - Types of weather</p> <p>Plants - observing plants and looking at what they need to grow.</p> <p><b>History</b></p> <p>The Great Fire of London - important jobs that people had</p> <p>Different jobs people had - fire fighter, baker etc</p> <p><b>Geography</b></p> <p><u>Locational knowledge:</u></p> <p>Looking at the local area</p> <p><b>Computing</b></p> <p>Barefoot computing - Super space Springtime</p> <p>To know about different technology in the home/school and what it is for.</p> <p>Using BeeBots in singular instructions.</p>	<p><b>Music</b></p> <p>Everyone Our World</p> <p><b>Art</b></p> <p><u>Printing</u> - Flowers Artist -William Morris</p> <p><u>Drawing</u> - Charcoal - Artist -Lowry</p> <p><b>DT</b></p> <p><u>Cooking</u> - bread</p>

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<p>Summer A</p> <p>Our Journey</p>	<p><b>English</b></p> <p>Drawing Club</p>	<p><b>PE</b></p> <p>Infant agility</p> <p>Best of balls</p>	<p><b>PSHE</b></p> <p>Citizenship 2: Me and my world</p> <p>Healthy and Safer</p> <p>Lifestyles 1: My Body and Growing Up</p> <p>Healthy Lifestyles 3: Healthy Lifestyles</p>	<p><b>Phonics - Little Wandle</b></p> <p>Short and long vowel sounds                      CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Longer words</p> <p>Compound words</p> <p>Root words ending in -ing, -ed /t/, -ed /id/ /ed/-est</p> <p><b>Tricky words:</b>                      Said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><b>English</b></p> <p>Drawing Club</p>	<p><b>Mastering Number:</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul> <p><b>Whiterose Maths:</b></p> <p>Explore 3D shapes</p> <p>Visualise, build and map</p>	<p><b>RE</b></p> <p>What makes every single person unique and precious? How can we care for our wonderful world?</p> <p><b>Science</b></p> <p>Look at animals and their babies</p> <p>Habitats - where do animals and humans live?</p> <p><b>History</b></p> <p>History of Transport: Name the different types of transport.</p> <p><b>Geography</b></p> <p><u>Locational knowledge:</u> Using the words forwards, backwards, left and right to describe position in the local area.</p> <p><b>Computing</b></p> <p>Barefoot computing - Summer fun</p> <p>Boats ahoy</p> <p>Busy bodies</p> <p>Typing name</p> <p>To know that information can be retrieved from internet enabled devices</p>	<p><b>Music</b></p> <p>Big bear funk</p> <p>Summer music concert</p> <p>RRR</p> <p><b>Art</b></p> <p><u>Sculpture</u> - Models of vehicles</p> <p><u>Collage</u> - Animals / habitats</p> <p>Henri Rousseau animals</p> <p><b>DT</b></p> <p><u>Mechanisms</u> - Car with moving wheels.</p>

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Autumn B Dinosaurs	<b>English</b> Drawing Club	<b>PE</b> Balance ability  Gymnastics - topic based	<b>PSHE</b> Myself and my Relationships 1: Beginning and Belonging  Myself and my Relationships 2: Me, my family, my friends (including anti-bullying)  Myself and my Relationships 3: Me and my emotions	<b>Phonics - Little Wandle</b> <b>Sounds:</b> s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk Words with /s/ added at the end (hats, sits) Words ending in s /z/ (his, bags) <b>Tricky words:</b> is I the put pull full as and has his her go no to into she push her of we me be  <b>English</b> Drawing Club	<b>Mastering Number:</b> Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts  <b>Whiterose Maths:</b> Circles and triangles Shapes with 4 sides	<b>RE</b> Why is the word 'God' so important to Christians? Why do Christians perform nativity plays at Christmas?  <b>Science</b> Seasonal change - naming the seasons and observing the seasons.  Materials - look at what things are made from.  <b>History/geography</b> Mary Anning/Dinosaurs- exploring dinosaurs.  Looking at different weather and how they make us feel?  <b>Computing</b> Barefoot computing - Awesome Autumn Winter warmers  Turning on Ipad Taking photographs	<b>Music</b> Me  Christmas and Nativity My Story  The Nativity Production  <b>Art Sculpture</b> - Dinosaur eggs / fossils Artist - Yoyoi Kusama  <b>Digital media</b> - stop motion  <b>DT</b> <b>Structures</b> - Dinosaur land  <b>Mechanisms</b> - Moving pop up dinosaur

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<p>Spring B</p> <p>Medieval magic</p>	<p><u>English</u></p> <p>Drawing Club</p>	<p><u>PE</u></p> <p>Dance-topic based</p> <p>Swimming</p>	<p><u>PSHE</u></p> <p>Healthy and Safer Lifestyles 2:</p> <p>Keeping Safe including drug education</p> <p>Citizenship 1: Identities and diversity</p>	<p><u>Phonics - Little Wandle</u></p> <p><u>Sounds:</u></p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>words with double letters: dd mm tt rr gg pp ff longer words.</p> <p>Words with double letters</p> <p>Words with two or more digraphs</p> <p>Works ending in -ing, -s , -es</p> <p>Compound words</p> <p>Words with s in the middle /z/ s</p> <p><u>English</u></p> <p>Drawing Club</p>	<p><u>Mastering Number:</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p><u>Whiterose Maths:</u></p> <p>Mass and capacity</p> <p>Length, height, time</p>	<p><u>RE</u></p> <p>How can we help others when they need it?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p><u>Science</u></p> <p>Plants - what do they need to grow, looking at different plants</p> <p>Food - how do we get food?</p> <p><u>History</u></p> <p>Kings and Queens</p> <p>What are kings and queens and where do they live?</p> <p><u>Geography</u></p> <p>Using the words forwards, backwards, left and right to describe position in the local area.</p> <p><u>Computing</u></p> <p>Barefoot computing - Super space</p> <p>Springtime</p> <p>To know about different technology in the home/school and what it is for.</p> <p>Using BeeBots in singular instructions.</p>	<p><u>Music</u></p> <p>Everyone Our World</p> <p><u>Art</u></p> <p>Printing - Castle walls</p> <p><u>Drawing</u> - Castles, Royal family</p> <p><u>DT</u></p> <p>Structure / Mechanisms</p> <p>Make a castle with moving draw bridge</p>

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<p>Summer B</p> <p>New life</p>	<p><b>English</b></p> <p>Drawing Club</p>	<p><b>PE</b></p> <p>Infant agility</p> <p>Best of balls</p>	<p><b>PSHE</b></p> <p>Citizenship 2: Me and my world</p> <p>Healthy and Safer</p> <p>Lifestyles 1: My Body and Growing Up</p> <p>Healthy Lifestyles 3: Healthy Lifestyles</p>	<p><b>Phonics - Little Wandle</b></p> <p>Short and long vowel sounds CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Longer words</p> <p>Compound words</p> <p>Root words ending in -ing, -ed /t/, -ed /id/ /ed/-est</p> <p><b>Tricky words:</b> Said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><b>English</b></p> <p>Drawing Club</p>	<p><b>Mastering Number:</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul> <p><b>Whiterose Maths:</b></p> <p>Explore 3D shapes Visualise, build and map</p>	<p><b>RE</b></p> <p>What makes every single person unique and precious? How can we care for our wonderful world?</p> <p><b>Science</b></p> <p>Animals - look at different animals that live on the farm</p> <p>Humans - how can we be healthy?</p> <p><b>History</b></p> <p>Local Study: The History of farming. Looking at farming now and in the past.</p> <p><b>Geography</b></p> <p>Place knowledge: Look at farming in Local Area</p> <p><b>Computing</b></p> <p>Barefoot computing - Summer fun Boats ahoy Busy bodies</p> <p>Typing name To know that information can be retrieved from internet enabled devices</p>	<p><b>Music</b></p> <p>Big bear funk</p> <p>Summer music concert RRR</p> <p><b>Art</b></p> <p>Collage/ Painting - Colour mix Carnival of the animals</p> <p><b>Textiles</b> - Rag rugs</p> <p><b>DT</b></p> <p>Food - healthy eating</p>