



## EYFS - STEPS IN LEARNING

| Haddenham Community Infant School – Steps in learning |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
| <b>Topic</b>  | <b>Super Me, Super You</b>  | <b>Let's Celebrate</b>  | <b>Once Upon a Time</b>   | <b>Here, There and Everywhere</b>   | <b>Growing and Changing</b>  | <b>Brilliant Beasts</b>  |
| <b>Hook</b>   | Bring in photographs of their family  | Children receive a letter from a worried hedgehog concerned about noise, colours and his home being disturbed   | Make a mess in the classroom with clues from the story and get the children to be detectives about who made the mess                          | Animal footprints in the classroom  | Chicks   | Dinosaur eggs left in the classroom—the children are asked to look after them.   |
| <b>Visits, trips and Visitors</b>                     | Police Officer, Nurse and Radiographer<br>Steel pan workshop  | Pantomime   | Waddesdon Manor – Fun with Fairytales   | Bekonscot Model Village<br>Local area walk  | Hogshaw Farm   | Visit from local vet   |
| <b>Key Texts</b>                                      | Pete The Cat<br>The Family Book<br>Brown Bear, Brown Bear, What do you see?<br>Binny's Diwali<br>Various Non-Fiction books to support theme | The story of Bonfire Night (Remember, Remember the 5th of November)<br>Kipper's Birthday<br>Little Robin Red Vest<br>The tree that was meant to be<br>The Christmas Story<br>Various Non-Fiction books to support theme | Goldilocks and The Three Bears<br>Sleeping Beauty<br>The Gingerbread Man<br>You Choose<br>Fairytales<br>Dragon Dance<br>Mama Panya's Pancakes | Rosie's Walk<br>Mr Gumpy's Motor Car<br>Mr Gumpy's Outing<br>Percy's Bumpy Ride<br>Whatever Next<br>I am Amelia Earhart<br>Various Non-Fiction books to support theme<br><br>Ramadan Moon | Handa's Hen<br>Tadpoles Promise<br>Titch<br>The Extraordinary Gardener<br>A Seed in Need<br>Various Non-Fiction books to support theme | Tom and The Island of Dinosaurs<br>Bumpus Jumpus<br>Dinosaur Rumpus<br>Rumble in the Jungle<br>Mad about Megabeasts<br>The Tiger Who Came to Tea<br>Giraffes Can't Dance<br>Mad about Minibeasts<br>Various Non-Fiction books to support theme |



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| Writing Outcomes | Name writing<br>Form lowercase letters<br>Spell words by identifying the sounds and then writing the sound with letter/s.  | Form lowercase letters<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write simple phrases. | Form uppercase letters<br>Write simple phrases  | Form uppercase letters<br>Write simple phrases<br>Write short sentences with words with known soundletter correspondences using a capital letter and full stop. | Write short sentences with words with known soundletter correspondences using a capital letter, full stop. And finger spaces.                                  | Re-read what they have written to check that it makes sense.  |
| Mathematics      | Match and Sort<br>Compare amounts<br>Compare size, mass and capacity<br>Exploring pattern<br>Representing 1,2 and 3<br>Comparing 1,2 and 3<br>Composition of 1,2 and 3 | Circles and triangles<br>Positional Language<br>Representing numbers to 5<br>One more and one less<br>Shapes with 4 sides<br>Time  | Introducing zero<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Compare Mass<br>Compare capacity 6,7,8<br>Comparing 2 amounts | Length and height<br>Time<br>Counting to 9 and 10<br>Comparing numbers to 10<br>Bonds to 10<br>3D shapes<br>Spatial awareness<br>Patterns                       | Building numbers beyond 10<br>Counting patterns beyond 10<br>Spatial reasoning<br>Match, rotate, manipulate<br>Adding more -Take away<br>Compose and decompose | Doubling, sharing and grouping<br>Even and odd<br>Spatial reasoning<br>Visualise and build<br>Deepening understanding<br>Patterns and relationships<br>Spatial reasoning<br>Mapping |



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| Understanding the world | Talk about the lives of the people around them and their roles in society. | Difference between things in the past and now - Guy Fawkes' clothing<br>Understand the past through events - Bonfire Night, Remembrance Day, Christmas<br>Explore the natural world around them (National Robin Day)<br>Explore similarities and differences between life in this country and life in other countries (Kwanzaa) | Gingerbread Men - floating and sinking experiment (baked/unbaked)<br>Which materials float? Which materials sink?<br>Changing states of matter - baked/unbaked/solid /liquid chocolate to decorate<br>Compare Haddenham village life to life in a Kenyan village | Local area walk<br>Look at maps of Haddenham<br>Map out where chn live in the village<br>Compare transport of today to transport in the past | Make observations and draw pictures of animals and plants<br>Lifecycles<br>Grow plants, what do plants need<br>Discuss seasonal changes | Minibeast hunt<br>Grow our own butterflies/frogs<br>Pond dipping<br>Go an a spider's web walk looking for webs<br>Go on a minibeast hunt (outside, and inside with plastic minibeasts)<br>Magnifying glasses, bug boxes<br>What do animals eat?<br>Cooking – honey sandwiches, honey cakes<br>Plant a butterfly garden |



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| <b>Expressive arts and design</b> | <p>Create self portraits using different media</p> <p>Use fabrics to use collage clothes for people who are special to us</p> <p>Mix the colour green for class handprint</p> <p>Sing a range of well known nursery rhymes and songs</p> | <p>Make a junk modelled firework - safely use and explore a variety of materials, experimenting with colour</p> <p>Firework dancing</p> <p>make wrapping paper and birthday cards, shape and decorate</p> <p>playdough party food, make props for the party house</p> <p>Make a traditional African weaving mat (Mkeka)</p> <p>Make Robin themed Christmas cards</p> <p>Perform songs and try to move in time with music</p> | <p>Use printing technique to create a castle wall pattern</p> <p>Make use of props and materials when performing stories</p> <p>Adapt and recount narratives</p> <p>Make Gingerbread Men</p> <p>Design something for the Gingerbread Man to cross the river</p> | <p>Make a small world play mat for "Rosie's Walk" and local area</p> <p>Make a collage vehicle</p> <p>Observation drawings of old/new cars using charcoal</p> <p>Paint a picture of boat on the sea - colour mixing and representing movement</p> <p>Design a method of transport for future - Paper mache hot air balloons</p> | <p>Butterfly life cycle using different pasta shapes, experimenting with shape to represent something else</p> <p>Observational drawing of animals and plants</p> | <p>Minibeast sewing - explore the technique of sewing</p> <p>Create dinosaur skeletons using a variety of resources</p> <p>Make clay fossils</p> <p>Observational drawings of minibeasts</p> <p>Water colour paintings of minibeasts</p> <p>Butterfly symmetry</p> <p>Make appropriate head wear for different minibeasts and dance to the Ugly Bug Ball music</p> <p>Listen to animal sounds</p> |



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| Computing | <p>Taking photos- portraits<br/>Explore Mini mash</p> <p>Roleplay provision- keyboard, phone</p>   | <p>Mini mash<br/>Make meaningful marks</p> <p>Following instructions<br/>Giving instructions</p>  | <p>Mini mash<br/>Story pictures with labels, captions or voice recording</p>  | <p>Mini Mash<br/>Astronaut mashcam - add sounds/captions</p> <p>Bee bots- explore bee bots, input instructions, design maps linked to Haddenham</p>                       | <p>Mini mash</p> <p>Internet safety<br/><a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></p> <p>Chicken clicking</p>   | <p>Mini mash</p> <p>Design and make a minibeast outfit for the bee bot<br/>Move the beebot around a designed minibeast habitat map</p> |
| Music     | <p>Exploring sound<br/>Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.</p> | <p>Celebration music<br/>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> | <p>Musical stories<br/>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p> | <p>Music and movement<br/>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> | <p>Big band<br/>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p> | <p>Create animal sounds with musical instruments<br/>Ugly Bug Ball music</p>   |
| RE        | <p>Key Question: What makes people special?<br/><b>Religion:</b> Christianity, Judaism</p>   | <p>Key Question: What is Christmas?<br/><b>Religion:</b> Christianity</p>   | <p>Key Question: How do people celebrate?<br/><b>Religion:</b> Hinduism</p>   | <p>Key Question: What is Easter?<br/><b>Religion:</b> Christianity</p>  | <p>Key Question: What can we learn from stories?<br/><b>Religion:</b> Christianity, Islam, Hinduism, Sikhism</p>  | <p>Key Question: What makes places special?<br/><b>Religion:</b> Christianity, Islam, Judaism</p>                                      |



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| PSED  | <p>Starting school - try new activities, show independence</p> <p>Explain the reasons for rules</p> <p>Managing feelings and behaviours</p> <p>Manage their own basic hygiene and personal needs - dressing and toileting</p> <p>Work and play cooperatively</p> <p>Turn taking</p> <p>Identify some of the jobs they do in their family and discuss belonging</p> <p>Discuss why home is special</p> | <p>Follow instructions</p> <p>Develop understanding around safety</p> <p>Remembering people who have died</p> <p>Not comparing self to others, identify own strengths.</p> <p>Show understanding of own feelings and others, sensitivity to own and other needs</p> <p>Giving focused attention</p> | <p>To understand perseverance when tackling a challenge</p> <p>To be able to talk about a time that they didn't give up</p> <p>To be able to set a goal and work towards it</p> <p>To use kind words to encourage people</p> <p>To know what it means to feel proud of themselves.</p> | <p>To know how to make friends</p> <p>Think of ways to solve problems and stay friends</p> <p>Start to understand the impact of unkind words</p> <p>Know how to be a good friend</p> | <p>Understand the importance of healthy food choices</p> <p>Understand the need to exercise to keep healthy</p> <p>Understand that moving and resting are good things to do</p> <p>Understand that we all grow from babies to adults</p> | <p>Name parts of the body</p> <p>Express feelings about moving to Year 1</p> <p>Talk about worries and/or the things they are looking forward to about being in Year 1</p> <p>Share memories of the best bits in Reception</p> |