

Communication and Language (CL)

- Will develop confidence to interact with staff and other children in play and more focused activities
- Will talk about themselves, their families and favourite things
- Take part in games that encourage speaking and listening skills
- Recognise and respond to familiar sounds
- Will identify and name different objects related to our learning themes - different colours and Autumn objects

Literacy (L)

- Enjoy listening to and joining in with a variety of stories
- Show interest in and join in with a wide range of songs and rhymes using actions
- Look after and handle books with care
- Hold books the correct way up and turn the pages
- Will make marks using a variety of tools - pencils, felts, paint, sand, cornflour, playdough
- Begin to give meaning to the marks that we draw, write and paint

Understanding the World (UW)

- Discuss birthdays and look at baby pictures and how we've changed
- Talk about special events we celebrate with families and friends
- Explore and talk about colour in the environment and through different stories
- Begin to learn the days of the week and talk about the weather daily
- Begin to identify key features of Autumn and Harvest time
- Look at creatures who hibernate and are nocturnal
- Use simple ICT equipment

Personal Social Emotional Development (PSED)

- Become familiar and confident with staff and other children
- Will separate from main carer with support
- Settle into new environment and routine
- Respond to simple instructions
- Will learn and be able to follow classroom rules
- Develop confidence to express preferences and interests.
- Will be encouraged to listen to and respond to the needs of others
- Will develop turn taking skills during circle times
- Will be given opportunities to concentrate on activities and experiences to develop interests
- Will develop confidence to talk to other children when playing
- Will have the opportunity to play and learn alone and in groups to establish positive relationships



FS1 Topic Web Autumn 1 2020

Me in My World



Mathematics (M)

- Recite number names in sequence to 5
- Create and experiment with symbols and marks representing ideas of number
- Begin to recognise some numbers of personal importance
- Develop counting skills through play, number rhymes and adult led activities
- Use language of quantity, such as 'more', 'lots'
- Begin to talk about shapes
- Use language of size
- Sorting a variety of objects into different categories - colour, size, type



Physical Development (PD)

- Explore and co-ordinate different parts of our bodies
- Experience a range of rhythm and movement activities in relation to Autumn, Colour and Ourselves
- Develop fine motor skills and hand-eye coordination through a variety of activities including threading, mark making, cutting, construction toys
- Will begin to hold a range of tools correctly and comfortably e.g. rolling pin, hammer, brush, glue stick, chalks, pens, large paint brush/roller.
- Will understand the importance of personal hygiene and seek help where necessary
- Develop independence putting on / taking off coats
- Will recognise the feelings of being tired or hungry and be able to communicate these needs
- Taste different fruits and vegetables when making smoothies and pumpkin soup



Expressive Art and Design (EAD)

- Draw ourselves by looking carefully at photographs
- Learn the names of colours and colours of the rainbow
- Explore colour and how it can be changed
- Look at colour on different scales by using a variety of tools and textures
- Use natural objects to explore different textures e.g. leaf printing, pine cone printing, printing with Autumn vegetables and rainbow coloured fruit
- Create Autumn pictures with natural objects from the environment
- Learn songs that support our daily routines
- Learn and use a variety of songs and rhymes around learning themes - Ourselves, Colours, Autumn and Harvest
- Engage in imaginative role play



Communication and Language (CL)

- Listen and respond to stories & anticipate what might happen next
- Begin to talk about story characters and retell story events
- Develop confidence to talk within group times
- Recognise and describe how our family and friends celebrate Christmas, Diwali and Bonfire Night



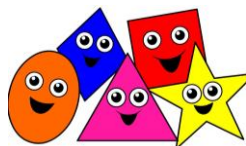
Personal Social Emotional Development (PSED)

- Interact and play with other children with increasing independence
- Share resources and take turns with support
- Understand how it feels, and how important it is, to belong to a group.
- To know how to be kind to others
- Appreciate and celebrate differences



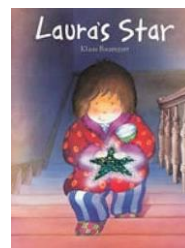
Mathematics (M)

- Join in with a variety of counting rhymes and songs
- Count sets of objects to 5 and beyond
- Use fingers & make marks to represent numbers
- Identify numbers around them
- Use positional language - under, over, next to, behind.
- Name some popular 2D Shapes



Literacy (L)

- Explore a variety of stories linked to our learning themes, including Laura's Star, Owl Babies, Aliens Love Underpants
- Know that print carries meaning
- Learn the stories behind Diwali, Bonfire Night and Christmas
- Begin to recognise own name
- Mark make and write as part of play activities
- Shows awareness of rhyming words and alliteration



FS1 Topic Web Autumn 2 2020



Me in My World



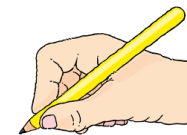
Understanding the World (UW)

- Show interest in different ways of life through the festivals of Diwali, Bonfire Night and Christmas.
- Explore light and dark
- Show interest in different occupations in our community - e.g. police officer, firefighter
- Understand what a superhero is through characters in books and on TV
- Use ICT hardware, such as computer, iPads and cameras
- Continue to talk about the weather each day and say the days of the week in order



Physical Development (PD)

- Develop use of specific skills when using tools and materials e.g. cutting, sticking, joining
- Understand that equipment must be used safely through identifying rules for bonfires and fireworks
- Continue to develop fine motor skills and hand-eye coordination through a variety of activities
- Begin to show an awareness of space inside and outside
- Practise catching a large ball and balancing on one leg
- Copy some letters from our name and hold our pencil in a tripod grip
- Understand the importance of personal hygiene, seeking help where necessary
- Develop independence using the toilet and in putting on and taking off coats
- Recognise the feelings of being tired or hungry and communicate these needs to an adult
- Taste different Indian food and Diwali treats



Expressive Art and Design (EAD)

- Create firework pictures using different media
- Explore colour and how it can be changed and mixed
- Learn and sing Diwali, Bonfire Night and Christmas songs with actions
- Copy and create movement in response to Diwali music
- Perform in our Christmas Play
- Use a range of media and materials to create and construct - rockets and aliens, superheroes, traffic lights and fire fighter ladders
- Learn how to combine different media to make Christmas cards, calendars and decorations
- Engage in role play and create props to support our topics - Space, Christmas, Diwali and People Who Help Us



Communication and Language (CL)

- Listen and concentrate for extended periods in whole class and small group times
- Retell main events from a known story
- Understand & follow simple instructions
- Confident to talk within group times



Literacy (L)

- Explore a variety of stories linked to our learning themes
- Handle books correctly and show an awareness of basic story structure
- Understand and notice rhyming words
- Begin to hear the initial sound in our names
- Write and make marks as part of play activities
- 'Read' writing to an adult
- Begin to use letter shapes when writing



Personal Social Emotional Development (PSED)

- Share play with other children and familiar adults; responding to what they are saying
- Take responsibility for small roles within the classroom
- Appreciate and celebrate differences
- Show understanding of how someone might feel when someone else is unkind to them, and think about the best way to behave towards others

Mathematics (M)

- Recognise the numbers 0 to 5
- Use fingers & marks made to represent numbers
- Match numbers to sets of objects
- Match and name 2D shapes
- Copy and create pictures and patterns using 2D shapes.



FS1 Topic Web Spring 1 2021 Yum Yum in My Tum



Understanding the World (UW)

- Identify some key features of Winter and look at how snow and ice is formed and how it melts
- Recognise what clothes to wear on a cold day and why
- Describe different experiences of icy and cold weather by looking at children's photos from home
- Observe and taste different fruit through making fruit kebabs, fruit salad and smoothies
- Investigate how materials, change and why, by making and cooking biscuits, noodles and jam tarts
- Learn about and celebrate the Chinese New Year
- Use ICT hardware to take photos and find pictures



Physical Development (PD)

- Move with confidence in a variety of ways
- Run skilfully and negotiate space, adjusting speed or direction to avoid obstacles
- Develop ability to follow instructions and stop on command
- Observe the effect of activity on our bodies
- Hold our pencil in a tripod grip and write our names
- Develop an understanding of the importance of Healthy Eating by tasting different fruit and learning about the importance of Five a Day
- Prepare, cook and taste different food when making fruit kebabs, smoothies, biscuits and jam tarts
- Understand that equipment and tools have to be used safely, when cooking and preparing food
- Understand the importance of washing and drying hands particularly after using the toilet and before handling food
- Continue practising putting on and doing up coats



Expressive Art and Design (EAD)

- Create Winter pictures using different materials
- Encourage children to add or mix media by offering a range of resources, e.g. making an igloo, snowman
- Listen to and create movement to Winter inspired music e.g. snowflakes dancing
- Perform, explore and imitate Chinese dancing
- Listen to and use instruments to create Chinese music
- Explore media and materials on a large scale by creating a Chinese dragon's head
- Make small scale Chinese dragons, lanterns, fans and money packets
- use fruit for printing creating different textures and colours
- Engage in role play and create props to support our topics - fruit shop and bakery



Communication and Language (CL)

- Understand, answer and use 'how' and 'why' questions
- Use different tenses correctly e.g. play, playing, played
- Use talk to 'pretend play' in small groups
- Express likes and dislikes - giving reasons for their opinions



Personal Social Emotional Development (PSED)

- Become more confident when tackling new situations and new activities
- Understand cause and effect of their own choices within daily classroom routines and when playing alongside others



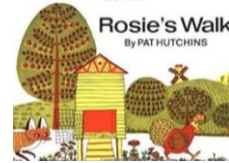
Mathematics (M)

- Recognise the numbers 0 to 10 and say the numbers 0 to 20 in the correct order
- Begin to correctly write the numbers 0 to 5
- Count sets of objects beyond 10
- Use mathematical language to describe objects



Literacy (L)

- Explore a variety of stories and rhymes linked to our learning themes, such as Old Macdonald and Rosie's Walk
- Predict how stories might end
- Be able to find patterns in words - rhyming and alliteration
- Hear the initial sound in familiar words
- Listen for sounds when reading/writing
- Write name correctly
- Begin to use letter shapes when writing



FS1 Topic Web Spring 2 2021 **Out and About**



Understanding the World (UW)

- Identify some key features of Spring
- Observe plants growing in our environment and what they need to grow
- Consider how to care for flowers and other living things
- Plant bean seeds and record their growth
- Visit a farm / invite a local farmer to talk to the children about the role of a farmer
- Understand the importance of caring for the farm animals and identify the role of a vet
- Discuss what animals produce and identify the lifecycle of a hen
- use simple journey maps
- Learn about Easter and tradition of Mothering Sunday
- Use variety of ICT equipment - camera, mouse, touchscreen



Physical Development (PD)

- Continue to develop hand and arm muscles through a range of finger gym activities
- Hold our pencil in a tripod grip and write names
- Use a variety of large equipment (scooter, hoops, climbing apparatus)
- be able to steer a variety of wheeled equipment (tricycles, wheelbarrows)
- Continue to develop control and co-ordination movements and spatial awareness
- Show an awareness of our own needs - to sleep, eat, recoup energy, keep warm, clean and safe
- Show a growing awareness they need to keep themselves and others safe by appropriate behaviour
- Continue practising putting on and doing up coats
- Observe the effect of activity on our bodies, by putting our hands on our chest, listen to our breathing



Expressive Art and Design (EAD)

- Create Spring pictures using different tools and materials
- Listen to and create movement to Spring inspired music
- Play ring games such as The Farmer's in the Den
- Mix different media to create different homes for animals and nests
- Engage in role play and create our own Garden Centre Shop and Farm Shop
- create Mother's Day and Easter cards and decorations using a range of resources
- Learn and respond to different Easter songs using different instruments



Communication and Language (CL)

- Discuss and make story predictions
- Share ideas, listen and respond appropriately to other
- Use more descriptive vocabulary
- Ask and answer various questions appropriately
- Use and extend correct vocabulary related to our themes



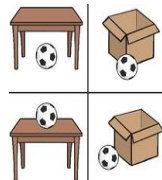
Personal Social Emotional Development (PSED)

- Talk about different feelings and behaviours we experience
- Show empathy towards others - how we can help each other?
- Learn to resolve conflicts when playing more independently
- When talking about caring for animals, think about cause and effect in how we treat them and other people



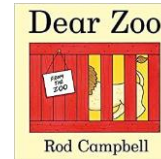
Mathematics (M)

- Continue to practise counting sets of objects - up to and beyond 10
- Recognise and practise writing numbers up to 10
- Separate a group of objects, realising the total is still the same
- Find one more than a given number
- Use and understand positional language - next to, behind, in front, under, on etc.



Literacy (L)

- Explore a variety of stories and rhymes linked to our learning themes, such as Dear Zoo, Rumble in the Jungle, Why Do Kangaroos Hop? And We're Going on a Bear Hunt
- Talk about events and characters and begin to have some awareness of how stories are structured
- Find out about animals using non-fiction books
- Begin to hear key sounds in words
- Write name correctly
- Begin to use letter shapes when writing



FS1 Topic Web Summer 1 2021



Animals Around the World



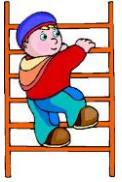
Understanding the World (UW)

- Identify which animals can be pets and which are wild animals
- Talk about our pets at home and how to look after them
- Listen to a vet discussing his / her role in the community
- Explore what different animals eat and how they grow from birth
- Identify different animals and their young
- Understand the importance of caring for and looking after animals
- Continue to use simple journey maps and draw/ make maps of different habitats
- Use appropriate scientific and geographical vocabulary in relation to the habitats of the animals



Physical Development (PD)

- Develop simple motor skills - run and change direction, turn, jump, stop
- Negotiate space successfully, developing directionality
- Pedal and steer a trike, beginning to adjust speed or direction to avoid obstacles
- Demonstrate hand-eye co-ordination and manipulation - throw and catch, aim into a hoop
- Move freely with pleasure and confidence in response to different music from around the world
- Show increasing control and co-ordination of movements using bigger apparatus
- Continue to develop hand and arm muscles through a range of action songs and finger gym activities
- Hold our pencil in a tripod grip and write names
- Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene
- Begin to observe and comment on body changes after movement and during hot weather
- Continue to practise putting on and doing up coats



Expressive Art and Design (EAD)

- Create Summer pictures using different materials
- Explore a range of textures including snake skin, fur, sunflower seeds, barks and petals
- Listen and respond to music from a range of cultures and genres - Africa, India and Australia
- Encourage children to respond through movement and playing instruments
- Look at African drums and make our own using different tools and media
- Explore and make African, Australian and Indian artwork
- Continue playing ring games such as One Elephant Went Out to Play and Wake Up Mr Bear
- Create pictures of different animals, encouraging children to talk about their intentions when they explore, mix and use colour



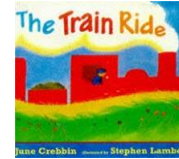
Communication and Language (CL)

- Use talk to discuss our observations and findings, using full sentences and vocabulary related to our topic
- Share ideas, listen and respond appropriately to others
- Continue to ask and answer questions to develop learning



Literacy (L)

- Explore a variety of stories and rhymes linked to our learning themes; including The Train Ride, Kipper's Balloon & We're Going on a Bear Hunt
- Show some awareness of the way stories are structured- beginning, middle and end.
- Look at non-fiction books and find out facts about nature
- Continue practising hearing and writing initial sounds and, if ready, some other sounds in sequence
- Practise using sound talk to read simple CVC words



Personal Social Emotional Development (PSED)

- Think about friendships and working together - how can we be a good friend?
- Show respect for other children's personal space by cooperating in planning and sharing task, for example, when investigating pushing and pulling
- Become open to changes in discussions and transition preparations for moving into a new class



FS1 Topic Web Summer 2 2021

Nature is the Best Playground!



Physical Development (PD)

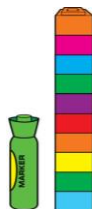
- Increase control of a variety of tools - scissors, hammer, modelling tools, pegs, gardening tools etc
- Hold our pencil in a tripod grip and write our name
- Continue to practise different ways of moving and coordination; negotiate space successfully using inside and outside equipment confidently and safely
- Continue to practise hand-eye co-ordination and manipulation
- Pedal and steer a trike, beginning to adjust speed or direction to avoid obstacles
- Construct with a range of large and small equipment
- Confidently make decisions for themselves, such as healthy choices about food
- Begin to observe and comment on body changes after movement and during hot weather

- Be aware of the need to keep safe both outside the setting resources, road safety awareness,



Mathematics (M)

- Continue to practise counting sets of objects - up to and beyond 10
- Recognise and practise writing numbers up to 10 and beyond
- Begin to show an understanding of addition; find the total number in two groups by counting them altogether
- Measure and compare the length of different objects using cubes



Understanding the World (UW)

- Go for a walk around Berkswell; identify different features, look at different signs and the impact of litter
- Create simple mapping skills sequencing our journey
- Identify which insects we can find in our school environment and in our gardens
- Look at the lifecycle of a frog
- Use appropriate vocabulary in relation to the habitats of insects, the seaside and the local environment
- Investigate and explore the adventure playground and other equipment, such as bikes, to understand how they work e.g. pushes / pulls
- Begin to conduct our own experiments - floating and sinking, which cars travel quicker
- Consider how different forms of transport work

BERKSWELL VILLAGE
Please drive carefully

Expressive Art and Design (EAD)

- Create insect, seaside and local environment pictures using different tools and materials
- Explore and use a range of local textures
- Encourage children to experiment with, and change, the sounds that instruments can make
- Distinguish between sounds - using sounds from local environment, transport, insects and seaside
- Design and make own piece of playground equipment using a range of natural, reclaimed and man-made resources
- Engage in role play and create our own play areas outside - Berkswell Shop, trains, hot air balloons, planes and the seaside
- use lines & shapes to enclose spaces & represent objects

