

## Communication and Language (CL)

- Can start a conversation with an adult or a friend and continue it for many turns.
- Develop their communication through talking about themselves and their family, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Take part in games that encourage speaking and listening skills
- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

## Literacy (L)

- Look at print in books and in the FS1 environment, understanding that print conveys meaning
- Share a variety of stories such as The Rainbow Fish and Harry and the Dinosaurs Go to School, naming the different parts of the book
- Show interest in and join in with a wide range of songs and rhymes using actions
- Engage in extended conversations about stories, learning new vocabulary
- Begin to look at books independently
- Will make marks using a variety of tools - pencils, felts, paint, sand, cornflour, playdough
- Use some print and letter knowledge in early writing

## Understanding the World (UW)

- Continue to develop positive attitudes about the differences between people - look at how we are all different, eyes, hair etc
- Begin to make sense of their own life-story and family's history by talking about birthdays, family events and how we have grown/changed
- Explore using all their senses in hands-on exploration of natural materials in their new FS1 environment and through different stories
- Talk about what they see, using a wide vocabulary, identifying signs of Autumn and Harvest
- Begin to learn the days of the week and the weather

## Personal Social Emotional Development (PSED)

- Become more outgoing with unfamiliar people, in the safe context of their setting
- Select and use activities and resources, with help when needed and settle into new environment and routine
- Respond to simple instructions
- Increasingly follow classroom rules, understanding why they are important.
- Display 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Will be given opportunities to concentrate on activities and experiences to develop interests
- Will develop confidence to talk to other children when playing
- Take part in weekly Jigsaw discussions that celebrate differences and being unique



FS1 Topic Web Autumn 1 2022

**Me in My World**



## Mathematics (M)

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Develop counting skills and language of quantity through play, number rhymes and adult led activities
- Begin to talk about 2D shapes
- Describe a familiar route, for example how they get to school
- Select shapes appropriately: flat surfaces for building, a triangular prism for roof
- Make comparisons between objects relating to size



## Physical Development (PD)



- Continue to develop their movement, balancing (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Develop fine motor skills and hand-eye coordination through a variety of activities including threading, mark making, cutting, construction toys
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Will begin to use a comfortable grip with good control when holding pens and pencils.
- Hold a range of tools correctly and comfortably e.g. rolling pin, hammer, brush, glue stick, chalks, pens, large paint brush/roller.
- Develop increasing independence by putting on / taking off coats
- Start to eat independently, tasting pumpkin soup and trying different fruit for snack

## Expressive Art and Design (EAD)

- Draw a representation of our faces with increased complexity and detail using a circle shape
- Explore colour and colour-mixing.
- Explore different man-made and natural materials freely using a variety of tools and 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
- Remember and sing entire songs such as our daily routine songs, Colours, Ourselves, Autumn and Harvest
- Take part in simple pretend play, using an object to represent something else which is not similar.



## Communication and Language (CL)

- Listen and respond to stories & anticipate what might happen next
- Extend concentration skills paying attention to more than one thing at a time
- Use longer sentences of four to six words, developing confidence to talk within group times
- Describe how 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.
- Know how to be kind, beginning to understand how others may be how others may be feeling
- Encourage children to express their wants and needs appropriately
- Appreciate and celebrate differences



## Mathematics (M)

- Join in with a variety of counting rhymes and songs
- Count sets of objects, understanding the "cardinal principle"
- Use fingers & make marks to represent numbers to 5
- Identify numbers around them
- Discuss familiar patterns, such as stripes, spots
- Name and explore 2D/3D shapes, selecting them appropriately to build models such as tall buildings, for superheroes, round shapes for cars, ambulances



## Literacy (L)

- Explore and engage in extended conversations about a variety of stories linked to our learning themes, including Laura's Star, Owl Babies, Aliens Love Underpants
- Know that print carries meaning in books and in our environment
- Discover the stories behind Diwali. Bonfire Night and Christmas, learning new vocabulary
- Begin to recognise own name
- Mark make as part of play activities
- Enjoy rhyming activities, spotting and suggesting rhymes



## FS1 Topic Web Autumn 2 2022

### Me in My World



## Understanding the World (UW)

- Continue to develop positive attitudes and 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
- Explore how things work and use ICT hardware, such as computers, 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 showing preference for a dominant hand
- Begin to show awareness of space inside and outside
- Practise skipping, hopping and balancing on one leg
- Use large muscle movements to wave flags, make marks with paint, sticks in and etc
- Understand the importance of personal hygiene, seeking help where necessary
- Develop independence using the toilet and in putting on and taking off coats
- Eat independently and taste different Indian/Diwali



## Expressive Art and Design (EAD)

- Create firework pictures using different media
- Explore colour and how it can be changed and mixed
- Listen to different sounds associated with fireworks discussing what they see and feel
- Learn and sing Diwali, Bonfire Night and Christmas songs with actions
- Play instruments and create movement in response to Diwali and Christmas music
- Perform in our Christmas Play
- Develop own ideas using different materials to create and construct - rockets, superheroes, traffic lights, Christmas cards and calendars
- Engage in pretend play, creating props for our topics - Space, Christmas, Diwali and People Who Help Us



## Communication and Language (CL)

- Use a wider range of vocabulary concentrate for extended periods of time
- Enjoy listening to longer stories and remember much of what happens
- Know many rhymes, be able to talk about familiar books and tell a long story
- Confident and understand a question or instruction in two parts
- Use sentences of four to six words



## Personal Social Emotional Development (PSED)

- Share play with other children and familiar adults; responding to what they are saying
- Play with one or more children extending play ideas
- Take responsibility for small roles within the classroom and select and use resources
- 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
- Fast recognition of up to 3 / 5 objects, without having to count them individually ('subitising').
- Use fingers & marks make to represent numbers
- Match numbers to sets of objects
- Match and name 2D shapes
- Copy and create pictures and patterns using colours, shapes.



## Literacy (L)

- Explore stories linked to our learning themes, using new vocabulary
- Handle books correctly and show an awareness of print and story structure
- Look at print in the environment e.g. food packaging, shops etc
- Understand, notice and suggest rhyming words and count or clap syllables in words
- Hear initial sound for our names
- Write and make marks and 'read' to an adult
- Begin to use letter shapes



## FS1 Topic Web Spring 1 2023 Yum Yum in My Tum



## Understanding the World (UW)

- Identify some key features of Winter and describe experiences of icy and cold weather using children's photos
- Explore how materials change using their senses e.g. melting snow, cooked noodles
- Recognise and explore what clothes to wear on a cold day and why
- Observe, taste and talk about different fruit through making fruit kebabs, fruit salad and smoothies
- Explore how things work e.g. blender, freezer etc
- 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
- Develop movement, balancing and ball skills
- Skip, hop and stand on one leg
- Develop ability to follow instructions and stop on command
- Use one handed tools and equipment such as scissors
- Use a comfortable grip with increasing control when using pens and pencils
- Develop an understanding of the importance of Healthy Eating by tasting different fruit and begin to eat independently using a knife and fork
- Prepare, cook and taste different food when making fruit kebabs, smoothies, biscuits and jam tarts, discussing healthy choices
- Understand that equipment and tools have to be used safely, when cooking and preparing food
- Be independent in using the toilet and washing and drying hands
- Continue practising putting on and doing up coats



## Expressive Art and Design (EAD)

- Create Winter pictures using different materials
- Encourage children to explore materials and develop their own ideas freely by offering a range of resources, e.g. making an igloo, snowman
- Remember and sing entire songs e.g. I'm a Little Snowman and sing the same pitch as another person
- Perform, explore and imitate Chinese dancing
- Listen to and use instruments to create Chinese music and songs
- Make small scale Chinese dragons, lanterns, fans and money packets
- use fruit for printing creating different textures and colours
- Create closed shapes to
- Represent objects e.g. fruit, snow
- Begin to develop complex stories using small world sets



## Communication and Language (CL)

- Understand, answer and use 'how' and 'why' questions
- Use different tenses correctly
- Develop correct pronunciation of some tricky sounds and multisyllabic words
- Express a point of view, giving simple reasons for their opinions
- Use talk to organise themselves and their play
- Sing a large repertoire of songs



## Personal Social Emotional Development (PSED)

- Become more confident when tackling new situations and new activities
- Understand rules and boundaries independently
- Know the cause and effect of their own choices within daily classroom routines when playing alongside others
- Talk about their feelings and begin to solve conflicts



## Mathematics (M)

- Recognise the numbers 0 to 5 / 0 to 10
- Solve real world problems with numbers to 5 / 10
- Count objects to 5 / 10 and compare quantities using language using 'more than' and 'fewer than'
- Understand position through words alone
- Use mathematical language to describe objects
- Discuss routes and locations in Rosie's walk and Humpty Dumpty using words in front of etc
- Begin to sequence events real and fictional using words such as 'first, then'
- Continue to spot, extend and spot errors in pattern



## Literacy (L)

- Explore a variety of stories and rhymes linked to our learning themes, such as Old Macdonald and Rosie's Walk
- Further develop book awareness skills and emphasise that English text is read from left to right
- Continue to identify print in books and print in the environment
- Be able to recognise words with the same initial sound
- Use their print and letter knowledge in early writing
- Write some or all of their name
- Write some letters accurately



## FS1 Topic Web Spring 2 2023 **Out and About**



## Understanding the World (UW)

- Talk about and explore some key features of Spring
- Explore Spring treasure and look at similarities and differences
- Observe plants growing (life cycle) in our environment and how we care for them
- Plant bean seeds and record their growth, link to how we grow and our family grows and changes
- Visit a farm / invite a local farmer to talk to the children about the role of a farmer
- Understand the importance of caring for all animals, identifying the role of a vet
- Discuss what animals produce and identify the lifecycle of a hen / frog
- Use simple journey maps
- Learn about Easter and tradition of Mothering Sunday
- Use variety of ICT equipment



## Physical Development (PD)

- Continue to use a variety of large equipment developing gross motor skills (scooter, hoops, climbing apparatus)
- Continue to develop control and co-ordination movements and spatial awareness
- Begin to make up and take part in group activities
- Collaborate with others to manage large items safely e.g. carrying large boxes etc
- Listen to music and begin to remember sequences and patterns of movement
- Continue to develop fine motor skills through a range of finger gym activities
- Show preference for a dominant hand and use a comfortable grip when using mark making tools
- Be independent in personal care and show an awareness of healthy choices about food, drink, activity and tooth brushing
- Observe the effect of activity on our bodies



## Expressive Art and Design (EAD)

- Create Spring pictures using different tools and materials, joining materials together
- Listen to and create movement to Spring inspired music
- Mix different media to create different homes for animals
- Engage in role play and create our own Farm Shop and Garden Centre
- Make imaginative and complex small worlds with different construction kits
- Use drawing to represent movement or loud noises and show different emotions in their drawings e.g. Sad Humpty Happy Humpty etc
- create Mother's Day and Easter cards and decorations using a range of resources
- Learn and respond to different Easter songs using different instruments and singing the melodic shape



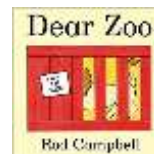
## Communication and Language (CL)

- Engage in story times and predict events as well as remembering longer stories
- Share ideas using a wider range of vocabulary and listen and respond appropriately to others
- Continue to understand why questions, asking and answering various questions appropriately
- Initiate conversation, using and extending correct vocabulary, expressing opinions and organising talk



## 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
- Engage in conversations with peers and staff about stories we have shared using new vocabulary confidently
- Find out about animals using non-fiction books
- Understand the five concepts about print when listening to stories and handling books
- Reinforce initial sounds in words and begin to orally segment and blend sounds
- Write name correctly
- Write some letters accurately



## Physical Development (PD)

- Continue to develop our motor skills - run, change direction, turn, jump, stop, negotiating space successfully
- Learn how to pedal and steer a 'bike' adjust speed or direction to avoid obstacles
- Practise ball skills, demonstrating hand-eye co-ordination and manipulation
- Continue to take part in and make up group activities
- Use and remember sequences of movement to different music from around the world
- Match our physical skills to different tasks such as crawling or walking along a bench
- Refine our fine motor skills through a range of finger gym activities, cutting activities and finger games
- Develop a tripod grip when holding a pen/ pencil and continue to practise using a knife and fork
- Be independent in our personal hygiene and continue to make healthy choices about food, drink, activity and toothbrushing



## 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
- Continue to develop their sense of responsibility and membership of a community by considering how we show care and concern for others



## FS1 Topic Web Summer 1 2023

### Animals Around the World



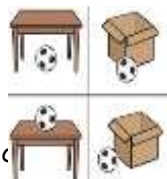
## Understanding the World (UW)

- Know that there are different countries and talk about differences through the topic of animals
- Identify which animals can be pets and which are wild animals and the different environments, natural and man made considering materials used and why
- 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
- Continue to use simple journey maps and draw/ make maps of different habitats
- Talk about animals and habitats using a wide vocabulary



## Mathematics (M)

- Continue to link numerals and amounts in different contexts such as on dice, games such as Bingo etc
- Find different ways to make 5 / 10, reinforcing the 'cardinal principle'
- Continue to experiment with marks, symbols and numerals
- Select shapes appropriately and use shapes to create different animal homes
- Practise using and understanding positional language and talk about location



## Expressive Art and Design (EAD)

- Create Summer pictures using different materials, exploring a range of textures and developing ideas
- Listen and respond to music from Africa, India and Australia, singing songs and playing instruments to represent their ideas
- 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
- Extend pretend play developing stories creating our own 'jungles' and 'jungle animals'
- Draw and create pictures of different increasing detail, encouraging children to talk about their intentions when they explore, mix and use colour



## Communication and Language (CL)

- Discuss our observations and findings articulately, using full sentences and an extensive vocabulary
- Sing a large repertoire of songs confidently and independently
- Initiate conversations, taking turns confidently and listening to others
- Continue to ask and answer questions and express a point of view clearly



## Literacy (L)

- Explore a variety of stories and rhymes linked to our learning themes and using new vocabulary confidently; including The Train Ride, Kipper's Balloon & We're Going on a Bear Hunt
- Show a good understanding of print in books and in the environment such as road signs, tickets, recycling signs
- Look at non-fiction books and find out facts about nature
- Good phonological awareness regarding rhymes, syllables, initial sounds, oral segmenting and blending
- Confidently write our name and write some letters accurately



## Personal Social Emotional Development (PSED)

- Develop appropriate ways of being assertive, think about friendships and working together - how can we be good friends?
- Adhere to rules and show respect for other children, understanding how others feel
- Select and use resources safely and independently
- Confident to meet big changes to social situations, such as transition



## Topic Web Summer 2

### **Nature is the Best Playground!**



## Understanding the World (UW)

- Go for a walk around Berkswell; identify different features, look at different signs, impact of litter
- Create simple mapping skills sequencing our journey
- Identify which insects we can find in our school environment and in our gardens
- Explore collections of rubbish and look at properties and sort into recycling - plastic, paper, card etc
- Use appropriate vocabulary in relation to the importance of looking after the planet - habitats of animals, the seaside, the local environment - parks etc
- Investigate and explore the adventure playground and other equipment, such as bikes, toys to understand how they work e.g. pushes / pulls
- Conduct our own experiments - floating and sinking, which cars travel quicker, how and why



## Mathematics (M)

- Count sets of objects to 5 / 10 understanding the 'cardinal principle'
- Begin to show an understanding of addition to 5 / 10 by finding different ways to make 5 / 10
- Compare different vehicles, tracks, cubes etc by length, height, weight etc
- Explore 3D shapes to create different vehicles and use informal and mathematical language to describe them
- Describe the route from school to church
- Identify, extend and correct simple patterns



## Physical Development (PD)

- Move imaginatively in different ways using coordination, large muscle movements and good spatial awareness using inside and outside equipment confidently and safely
- Refine simple ball skills, kicking throwing, catching using hand-eye co-ordination and manipulation
- Make good decision making in terms of which resources to use to carry out a plan and confidently collaborate with others to manage large items
- Increased confident control of a variety of one handed tools - scissors, hammers, modelling tools, pegs, gardening tools etc
- Hold our pencil confidently in a comfortable grip working towards a tripod grip with good control with dominant hand
- Confidently make healthy choices, such as healthy choices and independent personal care
- Comment on body changes after exercise



## Expressive Art and Design (EAD)

- Explore, use and refine a range of ideas to create transport, seaside and local environment pictures using different tools and materials
- Engage in music making, creating own songs and playing instruments (some created reclaimed materials) with increasing control
- Explore and listen to sounds of vehicles, seaside and our local environment and express their thoughts and feelings
- Design and make own piece of playground equipment or vehicle using a range of natural, reclaimed and man-made resources
- Engage in role play creating own resources/ props - Recycling Centre, toy shop, trains, hot air balloons and airport

