

Topic: Who will save the day?

Coverage – EYFS Areas of Learning					
All statements are from Development Matters, unless highlighted as being an ELG or from the PE progression documents					
Communication and Language	Personal, social and emotional development	Literacy	Physical Development	Understanding the world	Expressive Art and Design
<p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>See themselves as a valuable individual.</p> <p>Manage their own needs and personal hygiene.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases made up of words with known letter-sound correspondences, and where necessary a few common exception words.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG</p> <p>Write recognisable letters, most of which are correctly formed. ELG</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. ELG</p> <p>Write simple cvc words.</p>	<p>Move freely and with pleasure and confidence in a range of ways. PE</p> <p>Experiment with ways of moving and travelling using different body parts. PE</p> <p>Make the body tense, relaxed, curled and stretched. PE</p> <p>Balance on small/ large body parts and understand stillness. PE</p> <p>Make large and small body shapes. PE</p> <p>Jump off the apparatus and land appropriately. PE</p> <p>Climb and hang from apparatus safely. PE</p> <p>Copy and link simple actions together. PE</p> <p>Move and stop safely when instructed. PE</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop story lines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. ELG</p> <p>Sing a range of well-known nursery rhymes and songs. ELG</p>

<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG</p>	<p>involving several ideas or actions. ELG</p> <p>Work and play cooperatively and take turns with others. ELG</p> <p>Form positive attachments to adults and friendships with peers. ELG</p> <p>Show sensitivity to their own and to others' needs. ELG</p>	<p>Write short sentences with phonetically spelt words that can be read by others. ELG</p> <p>Begin to use full stops and capital letters. Re-read what has been written to check that it makes sense.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. ELG</p> <p>Talk in full sentences and connect ideas and actions making use of simple conjunctions.</p> <p>Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories. ELG</p>	<p>Move around using limited awareness of others. PE</p> <p>Make simple decisions in response to a situation. PE</p> <p>Begin to show accuracy and care when drawing. ELG</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. ELG</p>		<p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG</p> <p>Explore and engage in music making and dance, performing solo or in groups. ELG</p> <p>Make use of props and materials when role playing characters in narratives and stories. ELG</p> <p>Share their creations, explaining the process they have used. ELG</p>
---	---	--	--	--	--

**Key Vocabulary**

Communication and Language		Personal, social and emotional development		Literacy	Physical Development	Understanding the world			Expressive Art and Design
Facts	Once upon a time	Solid	Right	First	Roll	Vegetables	Solid	First	Farm vehicle
Non-fiction	Early one morning	Liquid	Wrong	Next	Teddy bear roll	Plants	Liquid	Next	Harvest
Rhyming	Unfortunately	Fruit	Superhero	After that	Forward roll	Seeds	Observation	After that	Wheels
Information	Luckily	Vegetables	Superpower	Order	Backward roll	Water	Investigation	Order	Vincent Van Gogh
Story map	Finally	Superfoods	Qualities	Then	Pencil roll	Sun	Prediction	Then	Famous
Adjectives	Moral	Vitamins	Super	Time	Balance	Soil	Results	Time	Artwork
Innovate	Feelings	Calcium	Award	Story map	Finishing position	Roots	Conclusion	Origins	Painting
Beginning	Emotions	Healthy	Special	Superhero	Leap	Leaves	Old	Climate	Sunflowers
Middle	Features	Food		Hero	Bunny hop	Petals	New	Temperature	Primary Colours
End		sources		Villain	Frog jump	Stem/stalk	Past	Weather	Paint
Superhero		Rubbing		Moral	Straight jump	Decay	Present	Farm	Observation
Hero		Mixing		Characters	Star jump	Waterproof	Farming	Summer	Sketching
Villain		Sieving		Speech bubbles	Half turn jump	Material	Tractor	Sunshine	Printing
Moral		Whisking		Comic strip	Tuck jump	Superfoods	Horse and cart	Season	Collage
Characters		Grating		Features	Tactics	Healthy	Plough	Change	Role play props
Speech bubbles		Chopping		Beginning/middle/end	Games play	Balanced diet	Machines	Weather	Compare
Comic strip		Spreading		Alphabet	Take turns	Teeth	Similarities	Observe	Like/dislike
		Explore		Full stop	Quickest	Hygiene	Differences		Environment
		Taste		Capital letter	Decisions				Designing
		Like/dislike		Finger spaces	Performance				
		Balanced diet		Once upon a time	Improve				
				Early one morning	Team work				
				Unfortunately					
				Luckily					
				Finally					