

Apple Class Coverage 2018-2019

EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	All about me	Toys	People who help us	Animals	Under the sea	Going for goals
PSED	Managing feelings and behaviour	Managing feelings and behaviour	Making Relationships	Making Relationships	Self-confidence and self-awareness	Self-confidence and self-awareness
Communication and language	Listening and Attention Understanding Speaking	Listening and Attention Understanding Speaking	Listening and Attention Understanding Speaking	Listening and Attention Understanding Speaking	Listening and Attention Understanding Speaking	Listening and Attention Understanding Speaking
Physical Development	Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practises some appropriate safety measures without direct supervision.	Eats a healthy range of foodstuffs and understands need for variety in food. Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.	Experiments with different ways of moving. • Jumps off an object and lands appropriately. Begins to form recognisable letters.	• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to form recognisable letters.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy	<p>RWI</p> <p>Topic based - Lists, labels and captions 1 wk</p> <p>Topic - Pattern and rhyme 2 wks</p> <p>Story time focus - Traditional Tales 2 wks</p>	<p>RWI</p> <p>Topic based - Instructions 2 wks</p> <p>Topic - Poems 1 wk</p> <p>Story time focus - Stories from a range of cultures 4 wks</p>	<p>RWI</p> <p>Topic based - Stories with a familiar settings 4 wks</p> <p>Story time focus - Fantasy worlds 1 wk</p>	<p>RWI</p> <p>Topic based - Non-fiction-information text 3 wks</p> <p>Story time focus - Traditional Tales 3 wks</p>	<p>RWI</p> <p>Topic based - Non-fiction-information text 3 wks</p> <p>Story time focus - Fantasy worlds 3 wks</p>	<p>RWI</p> <p>Topic based - Traditional Tales 4 wks</p> <p>Topic - Poems 1 wk</p> <p>Story time focus - Fantasy worlds 1 wks</p>
Guided Reading- Pie Corbett Rhymes	Humpty dumpty, row row row your boat, incy wincy, hey diddle diddle,,	Mary mary, Georgie porgie, little tommy tucker, rub a dub, dub. hands on shoulders,	Sing a song of sixpence, like a leaf or feather, hole in my bucket. little miss muffet, little Jack Horner, Doctor Foster.	Old king cole, baa baa black sheep. Evening red, mary had a little lamb, Teddy bear teddy bear	Five currant buns, five crispy pancakes, five little men in a flying saucer. Five little peas, five little monkeys.	Higglety higglety pop, thirty days hath September, fiddle dee dee,
Individual Reading	Sound books and green word cards Picture books	Pink/Red books Green word cards	Red books Green/Alien word cards	Red/Yellow Green/Alien word cards	Yellow Red/Green word cards	Blue Red/Green word cards
Maths	<p>Number - Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. <p>SSM - recreate patterns and build models/ Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p>	<p>Number - Counts actions or objects which cannot be moved.</p> <ul style="list-style-type: none"> Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. <p>SSM - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> Selects a particular named shape. 	<p>Number - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. <p>SSM - Orders two or three items by length or height.</p> <ul style="list-style-type: none"> Orders two items by weight or capacity. 	<p>Number - Finds the total number of items in two groups by counting all of them.</p> <ul style="list-style-type: none"> Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>SSM - Orders and sequences familiar events.</p> <ul style="list-style-type: none"> Measures short periods of time in simple ways. Uses everyday language related to time. 	<p>Number - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <ul style="list-style-type: none"> Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <p>SSM - Beginning to use everyday language related to money.</p>	<p>Number - count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>SSM - use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects</p>

						and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People and Communities	Technology	People and Communities	The World	The World	Technology
Expressive Arts and Design	EXPLORE - Begins to build a repertoire of songs and dances <ul style="list-style-type: none"> • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. 	CREATE - • Manipulates materials to achieve a planned effect. <ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • • Selects tools and techniques needed to shape, assemble and join materials they are using. 	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing songs, make music and dance, and experiment with ways of changing them	EXPLORE - Chooses particular colours to use for a purpose. Create simple representations of events, people and objects. Selects appropriate resources and adapts work where necessary.	CREATE - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
RE - Celebrations	Harvest	Christmas	Hinduism	Easter		
PE	Leap into life - Functional movement	Dance	Leap into life - Aesthetic movement	Leap into life - Manipulative skills	Leap into life - Movement concepts	Games