Rodborough Community Primary School 2026 - 2027
EYFS Annual Learning Plan- also referring to the Development Matters document

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**The Wonderful World of ME!**	**Let's Celebrate…**	**Superheroes and Superstars**	**You Choose…**	**Get Growing!**	**All Creatures Great and Small**
Key enquiry question/s	Who am I? Where do I come from?	What days are important to me and my friends?	Who can help me and my friends?	What are the choices I make each day?	How does our garden grow?	How can we look after the animals in our world?
Learning enrichment	Visits by parents Self-portrait gallery Family photographs	Hanukkah Diwali, Bonfire night Class party Nativity play	Visitors- people who help us	Visits by parents Reverend Francis	Planting beans and sunflowers Trip to Westonbirt	Caterpillars into school Visits by parents Sports day
Possible topic overviews	Starting school All about me Autumn Houses and homes Special people Harvest	Light and dark Space Festivals Space Christmas	Superheroes People who help us Winter Luna new year Polar regions	Easter Spring Dinosaurs Transport Colour Holi and Ramadan	Growing and plants Food Castles, knights & dragons Summer	Seaside Pirates Animals Olympics Changing me Minibeasts
Trips	Rodborough Park	Rodborough church	Rodborough Pavilion	Rodborough church	Rodborough Common	Westonbirt arboretum
Key Texts (Alongside daily story time and library sessions)	My Brother Funnybones Starting School Elmer Goldilocks Pumpkin Soup	What's in the witch's kitchen? Whatever Next? How to catch a star Owl Babies Man on the Moon	Supertato Superworm Michael Recycle Squash and a Squeeze Mr Wolf's Pancakes	We're going on a bear hunt Dinosaur Roar Stone girl, Bone girl Little Red Riding Hood	Jasper's Beanstalk Jack and the beanstalk Handa's Surprise Zog	Very Hungry Caterpillar Three Billy Goat's Gruff Commotion in the ocean Mad about Minibeasts

Learning together, sharing together and achieving together.

Recommended Reads	Little Red Hen Olu's Teacher	Definitely don't like winter	Luna Loves art Not now Bernard	You Choose Marvellous Machines	The Gingerbread man Oliver's Fruit Salad A Tiny Seed	Tango makes three The Body Book Tad
Children's interests	Topics added throughout the year based on observations and conversations with children and their families, as well as on topical issues and cohort need.					
Computing	Using Purple Mash resources matched to each topic, both as 'pinned tasks to do' and as part of all curriculum lessons and continuous provision.					

The Characteristics of Effective teaching and learning underpin the curriculum for all children at our school and complement our School Values.

Playing and Exploring	**Active Learning**	**Creative and Thinking Critically**
<u>Finding out and exploring</u> Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests <u>Playing with what they know</u> Pretending objects are things from their experience Representing their experiences in play Taking on a role in their play Acting out experiences with other people <u>Being willing to have a go</u> Initiating activities Seeking challenge Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error	<u>Being involved and concentrating</u> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details <u>Keeping on trying</u> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties <u>Enjoying achieving what they set out to do</u> Showing satisfaction in meeting their own goals Being proud of how they accomplished something- not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise	<u>Having their own ideas</u> Thinking of ideas Finding ways to solve problems Finding new ways to do things Making links <u>Making links and noticing patterns in their experience</u> Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect <u>Choosing ways to do things</u> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked

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Personal, Social & Emotional Development	**Key Learning Points:**					
	Know our five school values. Know why it is good to be kind and use gentle hands. Know the PANTS rule	Know we are similar and different to our friends. Identify something I am good at and know everyone is good at different things. Say why I think my home is special to me. Know the rules of road safety	Understand that if I persevere I can tackle challenges. Set a goal and work towards it. Use kind words to encourage people. Follow the PANTS rule	Know what are healthy choices. Know the importance of washing my hands and cleaning my teeth. Show and understand knowledge of the rules of road safety	Identify some of the jobs I do in my family and how I feel like I belong. Know how to make friends to stop myself from feeling lonely. Use different strategies to manage my feelings. Follow the PANTS rule Know how to be safe in the sun	Name external parts of the body. Understand that we all grow from babies to adults. Express how I feel about moving to Year 1. Know the water safety code Know how to keep myself safe around others and strangers
	Possible activities/opportunities:					
	Create and use a class charter Build relationships with friends and adults Know where we are in the school Understand what the rules are in our classroom and school Identify ways to help us make friends and resolve some common difficulties with help What makes a good friend?	Explore how do we demonstrate these every day? Recognise the importance of turn taking Set up Talk Partners and play 'Listen to Learn' games. Share information with friends- what do we celebrate with our families? Show confidence when performing in front of others. Have a go at something new- Nativity play	Explore what the Rodborough Learning Powers mean to them- how do we demonstrate these every day? Recognise the importance of team work Discus the real-life characteristics and imaginary powers Who's who at school and how do they help us. How can we help others in our school? What are our responsibilities in class, in school, at home?	Explore the choices we make- breakfast, playtimes, games, books, clothes, etc. Why do we make these choices? What do we like/dislike- what does that mean? Does it matter if we do not like the same things as our friends? What things are not a choice?	Share our special places- how do we feel when we are outside? In a forest? In a garden? By a pond? Trying some new foods for the first time Is it right that Jack takes the things from the giant? Discuss patience- using story of Jasper Discuss what members of our family do for us and what we can do to help.	Look how we have grown: discuss what we were like at the beginning of the year and how we have changed. What can we do now that we couldn't do before? What would we like to learn next? Discussion about transitions
Communication & Language	**Key Learning Points:**					
	Know how to answer the register	Recognise words linked to the celebration of Christmas.	Know how to call for emergency helpers -999	Know how to give a reason using the word because.	Name who is important in my family.	Use words that describe animals and their habitats.

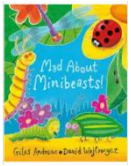
	Talk about ways to behave. Name the main parts and areas of our classroom.	Know the main parts of the Nativity story. Ask a question to find out more information.	Learn our full names. Know two stories from memory.	Name areas in our local community.	Use words that describe my local environment.	Share the water safety code with others
	Possible activities/opportunities (including links to Drawing Club tasks weekly)					
	Join in with repetitive refrains in songs and familiar stories. Learn the key parts of the main texts to help retell it in play.	Use language to share information about things that are important to us and what we like to do- show and tell. Ask questions during Show and Tell time- what do we want to know? Learn the Christmas song words. Share imaginative ideas with adults and peers.	Use language to ask for help. Listen carefully to others so we can ask them a question or tell someone else what they said. Retell familiar stories to our friends when we are playing (with puppets or props linked to the story)	Follow a set of instructions in order to complete a task. Talk about things that have happened to me when retelling exciting events.	Use words to describe imaginary worlds Use words to describe feelings, especially those that may be new to us Listen and check the way we say some words, such as the days of the week, months of the year	Use language to explain and reason during problem solving challenges, including the word because without prompts. Use description during story-telling and conversations to give more information. Use words to describe feelings and to offer solutions that may help resolve conflicts.
Physical Development	**Key Learning Points:**					
	Know how to hold a pencil to make lines and shapes. Know how to make actions in my own space.	Make letter shapes for initial sounds. (RWI set 1) Make actions and movements to match words, phrases and stories.	Use different tools to make specific marks. Show balance when using large equipment.	Make letter shapes for final sounds in words (RWI set 1) Make a movement that matches a piece of music.	Confidently use tools to attach, connect and manipulate objects. Throw and catch a small ball/equipment	Make letter shapes for all sounds in words (RWI set 1 special friends) Link movements together to make a sequence/dance.
	Possible activities/opportunities: (including links to Drawing Club tasks weekly)					
	Shoulder and elbow pivot games Games: control and coordination; spatial awareness	Elbow and wrist pivot games Dance: moving to music (linked to Diwali, Bonfire Night and Christmas- Nativity)	Wrist and finger pivot games Games: ball skills Gym unit 1: strength and basic skills; large equipment	Wrist and finger pivot games Sports day practise- multi-skills Dance: retelling familiar stories	Finger pivot games Sports day practise- multi-skills	Gym unit 2: core strength and balance; large equipment and movements Dance: respond to music (Carnival of the Animals)
	GET SET PE UNIT Introduction 1 and 2	GET SET PE UNIT Fundamentals 1 and 2	GET SET PE UNIT Ball Skills 1 and 2	GET SET PE UNIT Gymnastics 1 and 2	GET SET PE UNIT Dance 1 and 2	GET SET PE UNIT Games 1 and 2
	Key Learning Points:					

Literacy	Write my first name with some clear letter shapes. Read the first third of set 1 sounds from RWI. Fred Talk a vc/cvc word. Know and retell a version of My Brother. Hear rhyming words.	Write my first name clearly and accurately. Write a letter as an initial sound. Read the second third of the set 1 sounds from RWI. Fred talk a cvc/ccvc word. Know and retell The Nativity.	Write my first name accurately knowing the capital letter. Write a letter as a final sound. Know all set 1 sounds from RWI including special friends Fred talk a ccvc/cvcc word. Know and retell Supertato,	Spell a cvc word accurately. Spell three tricky words- I, the, to. Retell a version of Whatever Next. Provide words that rhyme with -at, -en, -og	Write my full name Spell a ccvc and cvcc word accurately. Retell and write Jasper's Beanstalk.	Spell words phonetically. Write all letter shapes clearly. Write a version of The Very Hungry Caterpillar. Hear and say rhyming words. Know first six sounds of set 2
	Possible activities/opportunities: (including links to Drawing Club tasks weekly)					
	Create a story map Read signs and labels in the classroom Familiar environmental print reading Write letters of own name Mark making and pattern tasks	Sequence pictures of the Nativity and other known stories Retell versions of familiar stories Create a story map for familiar stories Read and write captions, phrases and labels to match objects and pictures Written recounts of events Invitations Lists, cards and letters	Create own version using a story map Draw a picture response to a literal or retrieval question about the story (comprehension) Read and write captions, phrases and simple sentences linked to stories and own ideas Written recounts of own experiences Posters, shout-outs, simple speech bubbles Act out familiar stories using range of props	Create own version using a story map Draw a picture response to a inferential question about the story Read and write simple sentences linked to stories and own ideas Written recounts of own experiences Written statements based on choices using 'and' eg I like x and x.	Create extra ending to the story Record response to questions about the story (comprehension) Read and write simple sentences linked to stories and own ideas Written recounts of own experiences Order stories using picture and sentences Instructions and labels Write full name- capitals	Innovate a familiar story Record responses to questions about the story (comprehension) Read and write simple sentences linked to stories and own ideas Written recounts of own experiences Write stories Lists and simple NF reports
Mathematics	**Key Learning Points:**					
	Recognise numbers to 5 Subitise to 3	Represent to 5 Composition of up to 5 Know 2 shapes	Compare to 5 Composition of 6, 7, 8 Know zero Measure mass & capacity	Compare numbers to 10 Know 3d shapes Compare and measure length, height and time	Building numbers beyond 20 Add and subtract single digit from single digit Record with numerals	Know double facts to 5 Know equal groups Know odd and even Count in 2s and 10s Practical calculations using = + -
	White Rose medium term plans: (including links to Drawing Club tasks weekly)					

	- Match, sort and compare - Talk about measure and patterns - It's Me, 123	- Circles and triangles - 12345 - Shapes with four sides	- Alive in five - Mass and capacity - Growing 678	- Length, height and time - Build 9 ad 10 - Explore 3d shapes	- To 20 and beyond - How many now? - Manipulate, compose and decompose numbers	- Sharing and grouping - Visualise, build and manipulate - Make connections
Understanding the World: The Natural World (Geography and Science)	**Key Learning Points:**					
	Know the name of the season autumn. Say what they notice about autumn. Know the name of our school and town.	Know why we can see shadows. Know some places that are around our school and local area.	Make observations about winter. Name at least three different types of material. Describe how water changes Name special places in our community.	Know the name of the season spring. Say what they notice about spring.	Describe three different environments, e.g. garden, wood, pond. What do plants need in order to grow?	Know the name of the season summer. Say what they notice about summer. Name some different animals and give some facts about them.
	Possible activities/opportunities:					
	Discussion about Autumn/seasonal changes *Where does our food come from?* Explore the festival of Harvest in England Recognise changes over time including growth and decay Plan our classroom. Know where we are in the school/local area.	Discussion about the features of our local area *What can I see over there?* Identify special places, features and areas in our local community. Discuss how these places differ from each other (natural/man-made) Recognise where places are in relation to each other. Explore light and shadows.	Discussion about Winter/seasonal changes *How has that changed?* Changes in materials- reversible and non-reversible changes such as water to ice (temporary, reverse) and bread to toast. Explore and change sounds.	Discussion about Spring/seasonal changes *Where has that come from?* Look closely at the signs of spring/early summer. Mix different materials such as flour and water, cooking, developing potions in the mud kitchen and Forest School areas etc	Discussion about the impact we can have on our environment *What makes our world so amazing?* How do we look after our gardens and green spaces? How do we influence and impact on where we live and beyond? Are there any changes we can make? What habitats do we create in our gardens?	Discussion about Summer/seasonal changes *How has that happened?* Explore floating and sinking Explore the uses of different materials for different things. Investigate some types of animals and their habitats
Understanding the World: Past and present (History)	**Key Learning Points:**					
	Name the members of my family. Know all families are different and special.	Know that some things have already happened- past and some things are happening now- present	Know the roles of some grown-ups in our community.	Know how objects can be changed Know that some things need to happen in a specific order.	Know how objects have changed over time. Talk about how my environment changes over a year.	Know how our school has changed over time. Talk about what I would like to do in the future.
	Possible activities/opportunities:					

	Read and listen to stories about different families. Ask questions about the family of others' Share experiences we have had with our families over time Talk about members of my family and recognise how families may look different to my own.	Order pictures into a plausible chronological order- linked to familiar stories and their own life.	Talk about the lives of the people around them and their roles in society. Ask questions of visitors.	Look at ways our families and community celebrated in the past e.g Mother's Day, Easter.	Discuss how things have changed over time between us and our parents- how are things different? Are things better now? Are there any things that are the same, such as the toys my mum had that I have too?	Order pictures into a plausible chronological order- linked to familiar places and objects as well as seasonal change across the year. How have we changed since starting school?
Understanding the World: People, Culture & Communities (RE)	**Key Learning Points:**					
	Know that some Hindu and Sikh families celebrate the festival of Diwali. Know the name of our town.	Know that Christmas is a Christian festival celebrating the birth of Jesus. Know what I celebrate and how. Know that some Jewish families celebrate Hanukkah	Know that some families celebrate the Lunar New Year. Know there are important people in roles who will help us. Know what I am responsible for at home.	Know that Jesus died as an adult in the story of Easter. Know that some Christians celebrate Easter. Know that we all have a choice to do anything,	Know at least one Chistian Bible story from memory. Know the name of our country and at least one other.	Know some imporant places in Rodborough and Stroud. Make comparisons with families and communities between ours and at least one other.
	Possible activities/opportunities:					
	Where are we? What does Rodborough look like? How do we get to school each day and what do we see? Linked to show and tell sessions/PSED and during play	Look at the traditions and customs of our families. What do I celebrate and when? Is there something my friend celebrates that I do not? Hanukkah celebration with visitor	Who helps us in our local community? (job, role, responsibility, similar, different, professional) Identify all the things that important people to me do- at home and at school.	Talk about the things we like to do and what choices we would make for different things. Do my friends make the same choices as me or different ones? How do we get to school- how can we show this? (relax, aware, display, transport)	Recognising some similiarirites and differences between life in this country and life in other countries; linked to own family contexts, cultural and religious celebrations thoughut the year, national/news themes, children's interests, stories	Recognising that some places are special to some groups of people and not others. Where are the special places in Rodborough? To me maybe around the UK/the World?
	RE Scheme: Special People What makes me special?	RE Scheme: Special Times: Why do Christians perform Nativity plays at Christmas? Special People: How do people celebrate?	RE Scheme: Special People: What makes people special?	RE Scheme: Special Times: Why do Christians put a cross in an Easter garden?	RE Scheme: Special Stories: What can we learn from stories?	RE Scheme: Special Places: What makes a place special to me?

Computing: Purple Mash Through continuous provision (see separate curriculum map)	Use the iPad (device) to access phonics and cbeebies apps. Learn how to use the modelling program on the laptop using the mouse pad and external mouse. Discussing everyday technology used in school and at home.	Use the camera app to record own work either as photo or video clip. Know how to delete a photo or video. *eSafety: 'Keep it private'*	Use the qr code reader in tasks Learn how to use the Top Marks counting games on the laptop- using the number pad and mouse pad. Learn to log in to laptops. *eSafety:* *'Going Places Safely'*	Use scoring, voting and timing tools on ProWise board Use smart board during group tasks- writing and drawing. Use Numicon software in learning tasks. *eSafety:* *'My Creative Work'*	Share information: Take a photograph of our garden- send them from home into school via email, uploaded to tapestry or printed out *eSafety:* *'Sending messages'*	Use 'Pages' to create class animal book- combining picture and text (insert). Recognise how to use internet searches to find pictures *eSafety:* *'ABC Searching'*
	Share information: Taking own photographs and video clips to send to family via Tapestry or to save onto Learning Journey (to use for observations/assessments) Everyday access at home and at school to Bug Club for readers and phonics (Pearson/Active Learn) – own usernames. Everyday access at home and school to Mathletics - own usernames. Everyday access at home and school to Purple Mash					
Expressive Arts and Design (art, design technology, drama)	**Key Learning Points:**					
	Know that art can be created in different ways. Know the illustrator Axel Sheffler. Make marks and shapes I can talk about. Follow a simple beat	Know of the artist Hannah Hoch. Draw a recognisable face. Use scissors to snip. Name the primary colours. Make a range of lines. Make high and low sounds with my voice.	Know of the artists Ben Day and Roy Lichtenstein. Draw a recognisable person. Join materials for a purpose. Sing three songs that are familiar to me.	Know of the artist Andy Goldsworthy. Use scissors to cut straight up and across. Combine materials for a purpose. Copy and continue different repeating melodies with my voice.	Know of the artist Alma Thomas. Use scissors to cut out shapes. Mix and name secondary colours. Make a rhythmic beat with my hands/body percussion.	Know the illustrator Giles Andreae. Draw details to represent experiences. Reflect upon pieces of music and say what I like/dislike/can hear.
	Possible activities/opportunities: including weekly Drawing Club					
	Use our senses to explore the world around us Construct models and pictures using objects and materials Acting out our favourite stories Comfortable use of pencil and scissors Using toys and objects to act out things I have done.	Focus on representations of people and events Talk about what other people have created and what we think Construct and build with a specific purpose in mind Use props and materials to retell stories Work as part of large group to retell the Nativity story	Focus on using a range of media and texture resources and materials Acting out our favourite stories using a range of props Accurate use and grip for pencils and scissors To tell our versions of stories based on what we know, e.g rescuing and superhero play	Focus on texture and materials Talk about what I have created with others. Choose the materials with care and discuss my reasons for these choices Using a variety of techniques and the ideas of others in my own way such as choosing to fold paper into my own book.	Focus on line and colour Talk about what other people have created and what we think Music and movement for Jack and the Beanstalk story retelling Choosing the correct tools for the task To tell our versions of stories based on what we know, e.g	Focus on collage and texture Focus on representations of people and events Talk about what I have created with others. Explore how materials and media can be changed or combined for a particular effect Explore ways to change the movements we make to

		Begin to tell our versions of stories based on what we know, e.g zooming off into space!			climbing the beanstalk to look for…	match different pieces of music (Saint-Saens) Discussing what we like and dislike about different pictures and models in a respectful way, looking for ways to improve
	Illustrator: Axel Scheffler *Creating representations of people and objects with increasing details* 	*Artist: Hannah Hoch* *Creating collages using other pictures or photographs* 	*Artists: Ben Day and Roy Lichtenstein* *Creating pictures and posters using the technique of Ben Day dots, primary colours and thick outlines* 	*Artists: Andy Goldsworthy and Nancy Holt* *Creating transient art pieces using natural materials outside* 	*Artist: Alma Thomas* *Using blocks of dense bright colours in patterns to mimic mosaics* 	*Illustrator: David Wojtowycz* *Creating clear representations of objects and people* 
Expressive Arts and Design (Music)	Nursery rhymes, finding the pulse, high and low	Cultural songs and rhymes, making the pulse, high and low, patterns	Cultural and festival songs, invent ways to find the pulse, melodic patterns	Songs and rhymes, making the pulse, high and low	Finding the funky pulse, melodic patterns	Body percussion and dance
	Weekly continuous provision for rhymes, performance, listening to a variety of songs from cultures and their favourites. Learning to keep a steady beat, more complex beats; using a range of percussion instruments, recognising different instruments and musical vocabulary; changing pitch, tone, timbre; singing, moving to music and performing; recognising how sounds can be changed; talking about how music makes us feel.					