



### EYFS Curriculum Map

	<b>Autumn</b>	<b>Spring</b>	<b>Summer 1</b>
<b>Cycle 1</b>	Into the Woods	All about me	In the Garden
<b>Cycle 2</b>	Food and Festivals	Imaginary worlds	About Town

## EYFS Long Term Curriculum Map Cycle 2

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term Global Citizenship Theme: Ecological Awareness	
Autumn Food and Festivals		Spring Imaginary Worlds		Summer About Town	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Core Texts:</b> <b>Toddlers</b></p> <ol style="list-style-type: none"> <li>Baby Goes to Market</li> <li>Handa's Surprise</li> <li>Meg and Mog</li> </ol> <p><b>Nursery and Reception</b></p> <ol style="list-style-type: none"> <li>Baby Goes to Market (N)/ Lima's Red Hot Chilli (R)</li> <li>Handa's Surprise</li> <li>Room on the Broom</li> </ol>	<p><b>Core Texts:</b> <b>Toddlers</b></p> <ol style="list-style-type: none"> <li>Don't Put Your Finger in the Jelly Nelly</li> <li>The Gingerbread Man</li> <li>Dear Santa</li> </ol> <p><b>Nursery and Reception</b></p> <ol style="list-style-type: none"> <li>The Best Diwali Ever</li> <li>The Gingerbread Man</li> <li>The Christmas Story</li> </ol>	<p><b>Core Texts:</b> <b>Toddlers</b></p> <ol style="list-style-type: none"> <li>Rainbow Fish</li> <li>Commotion in the Ocean</li> <li>Lost and Found</li> </ol> <p><b>Nursery and Reception</b></p> <ol style="list-style-type: none"> <li>Rapunzel</li> <li>The Princess and the Pea</li> <li>George and the Dragon (N)/ The Worst Princess (R)</li> </ol>	<p><b>Core Texts:</b> <b>Toddlers</b></p> <ol style="list-style-type: none"> <li>Dinosaur Roar</li> <li>I Want My Potty?</li> <li>Whatever Next</li> </ol> <p><b>Nursery and Reception</b></p> <ol style="list-style-type: none"> <li>Knock Knock Who's There? (N) / Captain Flinn and the Pirate Dinosaurs (R)</li> <li>Whatever Next!</li> <li>Supertato</li> </ol>	<p><b>Core Texts:</b> <b>Toddlers</b></p> <ol style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Who Lives Here</li> <li>You Can't Take an Elephant on the Bus</li> </ol> <p><b>Nursery and Reception</b></p> <ol style="list-style-type: none"> <li>The Three Little Pigs/ Three Billy Goats Gruff</li> <li>The Jolly Postman</li> <li>In Every House on Every Street</li> </ol>	<p><b>Core Texts:</b> <b>Toddlers</b></p> <ol style="list-style-type: none"> <li>Tidy</li> <li>Dear Zoo</li> <li>There's a Rang Tan in My Bedroom</li> <li>Tidy</li> <li>Martha Maps it Out</li> <li>Through my Window</li> </ol> <p><b>Nursery and Reception</b></p> <ol style="list-style-type: none"> <li>Tidy</li> <li>Martha Maps it Out</li> <li>Through my Window</li> </ol>
					
<p><b>Literacy Outcomes:</b></p> <p>Reading</p>	<p><b>Literacy Outcomes:</b></p> <p>Reading</p>	<p><b>Literacy Outcomes:</b></p> <p>Reading</p>	<p><b>Literacy Outcomes:</b></p> <p>Reading</p>	<p><b>Literacy Outcomes:</b></p> <p>Reading</p>	<p><b>Literacy Outcomes:</b></p> <p>Reading</p>

<p>Pre : To show interest in stories and listen to stories one to one and in a small group. N: To join in with patterned story language R: To retell and perform a story orally</p> <p><u>Writing</u> Pre: Begin to understand the cause and effect involved in their mark making N: Include mark making in their play and distinguish between different marks they make. R: Give meaning to the marks they make in a wider range of contexts. Begin to break the flow of speech into words, to hear and say the initial sound in words and start to segment the sounds in words and blend them together. Attempt to write their own name using recognisable letters,</p>	<p>Pre: To begin to have favourite books, songs and rhymes and characters and talk about them. N: To begin to identify the characters in familiar stories and start to predict what might happen next. R: To describe the characters in familiar stories and structure stories with a beginning, middle and end</p> <p><u>Writing</u> Pre: Enjoy the sensory experience of making marks N: Ascribe meaning to signs, symbols and words they see and make. Start to imitate adult’s writing in play. R: Start to use phonic knowledge linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence to write simple words.</p>	<p>Pre: To know how to hold a book correctly, start at the beginning and turn pages. To start to join in with familiar rhymes and stories e.g. filling in a missing word. N: To sequence a story using pictures. To reenact and reinvent familiar stories in their play. R: To understand a narrative, sequencing a story using time connectives. To create story maps to reflect the narrative sequence.</p> <p><u>Writing</u> Pre: To experiment with making marks with different tools and materials. N: To begin to mark make for a purpose e.g make a birthday card R: To use their developing phonic knowledge begin to write words, simple captions and their name and enjoy creating texts to communicate meaning for a wider range of purposes e.g invitations, cards, lists, stories</p>		<p>Pre: To talk about the pictures in books. To repeat and use some words and phrases from familiar stories and rhymes in their play. N: To make simple inferences about stories using the illustrations and through discussions about the text. R: To suggest alternative endings for stories and create their own versions of stories. Begin to join sentences in writing to create narratives.</p> <p><u>Writing</u> Pre: To begin to attach meaning to their mark making. N: To use mark making to represent their ideas and understand their ideas can be recorded as written words e.g. drawing illustrations for their own picture books with adults scribing their story. Begin to make letter type shapes to represent initial sounds of significant or familiar words e.g. M for mum or the first letter of their name R: To use their developing phonic knowledge to write simple sentences e.g. creating their own books. Read back their writing to check it makes sense.</p>	
<p><b>Other Texts:</b> Goldilocks and the Three Bears, The Little Ren Hen, Handa’s Hen, The Magic Porridge Pot, One Child One Seed, Runaway Chipatti, The Empty Pot, Hannukah Bear, Dia de los Muertos, Red Hot Chilli, I Will Not Never Ever Eat a Tomato, Festival of Lights, Festival of Colours</p>		<p><b>Other Texts:</b> The Worst Princess, Sir Charlie Stinky Socks, Shhh, Super Daisy, Zog, The Night Pirates, Aliens Love Underpants, On the Way Home, Tyranosaurus Drip, Pirate Boy, Rapunzel, Snow White, Puss in Boots, Aladdin, Spells, Where the Wild Things Are, Dragon Dance, We’re Going on an Egg Hunt</p>		<p><b>Other Texts:</b> Emergency!, The Little Red Train, Mr Gumpy’s Motor Car, Oi Get of Our Train, Not Like That Like This, On the Way Home, Where’s Spot, Who Sank the Boat, Dear Zoo, You Can’t Take and Elephant on the Bus, The Journey Home, Katie in London, Ramadan Moon, Anansi stories, The Proudest Blue, Window</p>	
<p><b>Songs and Rhyming Stories:</b> Silly Soup</p>	<p><b>Songs and Rhyming Stories:</b> Jumping Bean</p>	<p><b>Songs and Rhyming Stories:</b> Superworm</p>	<p><b>Songs and Rhyming Stories:</b> Zoom Zoom Zoom</p>	<p><b>Songs and Rhyming Stories:</b> The Wheels on the Bus</p>	<p><b>Songs and Rhyming Stories:</b> The Big Red Bus Old MacDonald</p>

<p>If You're Happy and you know it</p> <p>Barefoot Books: Here we go round the Mulberry Bush</p>	<p>Bringing the Rain to Kapiti Plain</p> <p>Barefoot Books: Knick Knack Paddywack</p>	<p>Barefoot Books: The Magic Train Ride</p>	<p>Barefoot Books: Space Song Rocket Song or Port Side Pirates or Dinosaur Rap</p>	<p>Faster, Faster! Nice and Slow! The Train Ride</p> <p>Barefoot Books: The Wheels on the Bus</p>	<p>Farmyard Hullabaloo Rumble in the Jungle</p> <p>Barefoot Books: Travelling By</p>
<p><b>Role Play enhancement:</b> Café/Shop Pizza restaurant Celebrations in Home Corner</p>	<p><b>Role Play enhancement:</b> Café/Shop Santa's Grotto Celebrations in Home Corner</p>	<p><b>Role Play enhancement:</b> Castle/Dungeon Superhero Den</p>	<p><b>Role Play enhancement:</b> Dinosaur Cave Pirate Ship</p>	<p><b>Role Play enhancement:</b> Construction site Garage/car wash Ticket office/train station</p>	<p><b>Role Play enhancement:</b> Police station Fire station Hospital</p>
<p><b>Little Wandle Phonics: Reception Phase 2</b></p> <p><u>Focus Phonemes</u> Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: ck e u r Week 5: h b f l</p> <p><u>Tricky Words:</u> is, I, the</p> <p><u>HFW:</u> Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put</p>	<p><b>Little Wandle Phonics: Reception Phase 2</b></p> <p><u>Focus Phonemes</u> Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu • words with –s /s/ added at the end (hats sits) • ch Week 4: sh th ng nk Week 5: • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p><u>Tricky Words:</u> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><u>HFW:</u> Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big,</p>	<p><b>Little Wandle Phonics: Reception Phase 3</b></p> <p><u>Focus Phonemes</u> Week 1: ai ee igh oa Week 2: oo oo ar or Week 3: ur ow oi ear Week 4: air er • words with double letters: dd mm tt bb rr gg pp Week 5: • longer words</p> <p><u>Tricky Words:</u> was, you, they, my, by, all, are, sure, pure</p> <p><u>HFW:</u> Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too</p>	<p><b>Little Wandle Phonics: Reception Phase 3</b></p> <p><u>Focus Phonemes</u> Week 1: Review Phase 3 - ai ee igh oa oo ar or ur oo ow oi ear Week 2: Review Phase 3 - er, air, • words with double letters • longer words Week 3: • words with two or more digraphs Week 4: • longer words • words ending in –ing • compound words Week 5: • longer words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end</p> <p><u>Tricky Words:</u></p>	<p><b>Little Wandle Phonics: Reception Phase 4</b></p> <p>There are no new GPCs to be learnt in this phase</p> <p>Week 1: Short vowels CVCC Week 2: Short vowels CVCC, CCVC Week 3: Short vowels CCVCC, CCCVC, CCCVCC Week 4: • longer words • compound words Week 5: • root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u> Be able to read/spell tricky HFW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p><b>Little Wandle Phonics: Reception Phase 4</b></p> <p>There are no new GPCs to be learnt in this phase</p> <p>Week 1: • Phase 3 long vowel sounds CVCC, CCVC Week 2: • Phase 3 long vowel sounds CCVC, CCCVC, CCV, CCVCC Week 3: • Phase 4 words with –s /s/ at the end, • Phase 4 words with –s /z/ at the end, • Phase 4 words with –es /z/ at the end, • longer words Week 4: • root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5: • root words ending in: –er, –est • longer words</p>

	him, is, not, got, up, mum, can, put		Review all taught so far Secure spelling  <u>HFW:</u> Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too		<u>Tricky Words:</u> Review all taught so far Secure spelling  <u>HFW:</u> Be able to read/spell tricky HFW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
<b>Maths:</b> In Reception children follow the NCETM Mastering Number programme for number and the White Rose Maths programme for Shape, Space and Measure. In Nursery children follow the White Rose scheme including elements of NCETM activities.					
<b>Maths focus:</b> <b>Reception</b>  <b>NCETM</b> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  <b>White Rose Units:</b> Match, Sort and Compare Talk about Measures and Patterns Circles and Triangles Shapes with 4 sides		<b>Maths focus:</b> <b>Reception</b>  <b>NCETM</b> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals  <b>White Rose Units:</b> Mass and Capacity Explore 3D Shapes		<b>Maths focus:</b> <b>Reception</b>  <b>NCETM</b> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice  <b>White Rose Units:</b> Length, height and time Length, height and time	
<b>Nursery</b> Comparison 1 – More than, fewer than, same  Shape Space and Measure 1 – Explore and build with shapes and objects  Pattern 1 – Explore repeats	<b>Nursery:</b> Counting 2 – Begin to order number names  Subitising 1 – I see 1,2,3  Pattern 2 – Join in with repeats  Shape, Space and Measure 2 – Explore position and space	<b>Nursery :</b> Subitising 2 – Show me 1,2,3  Counting 3 – Move and label 1,2,3  Shape, Space and Measure 3 – Explore position and routes  Pattern 3 – Explore patterns	<b>Nursery:</b> Counting 4 – Take and give 1,2,3  Shape, Space and Measure 4 – Match, talk, push and pull  Subitising 3- Talk about dots  Composition 2 – Compare and sort collections	<b>Nursery</b> Pattern 4 – Lead on own repeats  Shape, Space and Measure 5 – Start to puzzle  Pattern 5 – Making Patterns together	<b>Nursery:</b> Counting 5 – Show me 5  Pattern 6 – My own pattern  Counting 6 – Stop at 1,2,3,4,5  Comparison 3 – Match, sort, compare

Counting 1 – Hear and say number names				Subitising 4 – Make games and actions
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**Pre Nursery Maths**  
 Children are given age appropriate opportunities through planned activities and play opportunities within the learning environment to develop knowledge and skills in:

Comparison - Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting . Begins to say numbers in order, some of which are in the right order (ordinality)

Cardinality (How many?) - In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals (number symbols). Beginning to count on their fingers e.g. during number rhymes.

Spatial Awareness - Moves their bodies and toys around objects and explores fitting into spaces. Begin to remember their way around familiar environments. Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away.

Shape - Chooses puzzle pieces and tries to fit them in . Recognises that two objects have the same shape. Makes simple constructions.

Pattern - Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines.

Measures - Explores differences in size, length, weight and capacity. Beginning to understand some talk about immediate past and future. Beginning to anticipate times of the day such as mealtimes or home time.

**UW Lines of Enquiry:**  
 Where do our families come from?  
 What do we celebrate?  
 How and why do different communities celebrate?  
 How are we similar and how are we different?  
 How do we maintain a healthy lifestyle?  
 Where does our food come from?  
 How do we keep our teeth healthy and strong?  
 Why do we need to wash our hands?  
 How do we take care of ourselves?

Linked Suggested Texts:




**UW Lines of Enquiry:**  
 Where would you go on adventure?  
 What would you need on adventure?  
 How can we find out what different places are like?  
 What was it like in the past?  
 How can we find out about things we are interested in?  
 How do we create stories about what we know?  
 How do we know what is real and what is imaginary?  
 What makes something or someone good or bad? How do we know?  
 What makes something scary? How can we be brave?

Linked Suggested Texts:



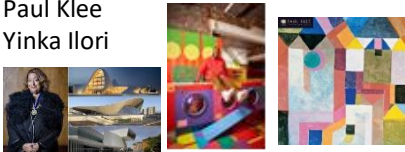


**UW Lines of Enquiry:**  
 Can you build a house?  
 What materials will you use?  
 How do you know it is strong?  
 How do we post a letter?  
 What's in our local area?  
 How do we travel?  
 How can machines help us?  
 How do we make it work?  
 Who can help us in our community?  
 How can we look after our environment?

Linked Suggested Texts:



					
<p><b>Topic Enrichment Opportunities:</b>  Welcome Teddy Bear Picnic  Forest School  Trip to Chapel Market  Bollywood Vibes dance workshop  Visit to local place of worship  Christmas show/nativity/panto  Garden Classroom Bread, Butter and Jam  Step Into a Story – The Enormous Turnip</p>		<p><b>Topic Enrichment Opportunities:</b>  Forest School  Trip to Tower of London/Golden Hinde  Trip to Princess Diana Memorial Playground  Storyteller  Science Museum/Toy Museum</p>		<p><b>Topic Enrichment Opportunities:</b>  Forest School  Trip to police station/Police officer visit  Trip to post office  Trip to local garage/mechanic visit  London bus sightseeing trip  Local trip to King's Square  Royal Mews/ Buckingham Palace or  Transport Museum</p>	
<p><b>UW- RE:</b>  <b>Where do we belong?</b></p> 	<p><b>UW- RE:</b>  <b>Which times are special and why?</b></p> 	<p><b>UW- RE:</b>  <b>Which stories are special and why?</b></p> 	<p><b>UW- RE:</b>  <b>What is special about our world?</b></p> 	<p><b>UW- RE:</b>  <b>Which places are special and why?</b></p> 	<p><b>UW- RE:</b>  <b>Which people are special and why?</b></p> 
<p><b>PD:</b>  Focus Units: Walking, Hands and Dance  See MTP for other provision</p>		<p><b>PD:</b>  Focus Units: Gymnastics, Jumping, Dance  See MTP for other provision</p>		<p><b>PD:</b>  Focus Units: Feet, Attack vs Defence, Dance  See MTP for other provision</p>	
<p><b>EAD - Music:</b>  Jolly Music Beginners Level</p>	<p><b>EAD - Music:</b>  Jolly Music Beginners Level</p>	<p><b>EAD - Music:</b>  Jolly Music Beginners Level</p>	<p><b>EAD - Music:</b>  Jolly Music Beginners Level</p>	<p><b>EAD - Music:</b>  Jolly Music Beginners Level</p>	<p><b>EAD - Music:</b>  Jolly Music Beginners Level</p>
<p><b>EAD Art Focus:</b>  Pattern and Print</p>		<p><b>EAD Art Focus:</b>  Installation and Sculpture</p>		<p><b>EAD Art Focus:</b>  Architecture and Shape</p>	

<p>Alma Thomas Bisa Butler</p> 	<p>Yayoi Kusama</p> 	<p>Zaha Hadid Paul Klee Yinka Ilori</p> 
<p><b>EAD/PD/ UW – Design and Technology:</b></p> <p><b>Ongoing skills development</b> Focus on: Choosing resources Cutting and joining skills Including – junk modelling, sewing, woodwork, construction and block play</p> <p><b>Cooking and Nutrition</b> Seasonal foods (soups, stew, autumn fruit desserts) Celebration foods – ( food from different cultures, making food for celebrations – Harvest festival, international evening, Diwali, Christmas fair) Food linked to stories – gingerbread, bread</p> <p><b>Growing</b> Harvesting and planting</p>	<p><b>EAD/PD/ UW – Design and Technology:</b></p> <p><b>Ongoing skills development</b> Focus on: Designing, planning and making Using a wider range of tools Including – junk modelling, sewing, woodwork, construction and block play</p> <p><b>Cooking and Nutrition</b> Recognising healthy and unhealthy foods (cooking healthy recipes/ change for life recipes – e.g. healthy muffins, pizzas) Family kitchen club – enjoying cooking together</p> <p><b>Growing</b> Spring planting Understanding life cycles of animals and where food comes from – farm visit, caring for the chickens, hatching eggs – farm to fork</p>	<p><b>EAD/PD/ UW – Design and Technology:</b></p> <p><b>Ongoing skills development</b> Focus on: Evaluating and presenting Using a wider range of materials and selecting the best material for the task Including – junk modelling, sewing, woodwork, construction and block play</p> <p><b>Cooking and Nutrition</b> Designing their own simple dishes (e.g. sandwiches, salads, fruit salad, healthy fruit smoothies/ lollies) Talking about likes and dislikes</p> <p><b>Growing</b> Harvesting summer crops Exploring life cycles of plants – sunflowers, beans Caring for the garden and understanding what plants need to grow</p>
<p><b>See medium term plans for skills, knowledge, understanding and possible learning opportunities for all areas of learning</b></p>		
<p><b>Global Citizenship:</b> <b>Equality and Rights</b> <b>Power and Governance (4 weeks)</b> What rules do we have in the classroom? How can we be Ready, Respectful and Safe? What can we do when someone doesn't follow the rules?</p> <p><b>Social Justice and Equity (6 weeks)</b> Is it fair? Why should we share? How can we help someone who is struggling? Is it fair if some people get everything and some people get nothing?</p>	<p><b>Global Citizenship:</b> <b>Respect for Others</b> <b>Identity and Diversity (8 weeks)</b> What makes me me? What makes me different? What do I like about my friends? What is a friend?</p> <p><b>Peace and Conflict (4 weeks)</b> What happens if I do something wrong? What does sorry mean? How do we avoid upsetting others?</p>	<p><b>Global Citizenship:</b> <b>Ecological Awareness</b> <b>Sustainable Development (8 weeks)</b> Should I look after my classroom? How do I take care of plants and animals? Should we throw everything away when we have finished with it? What does recycling mean?</p> <p><b>Globalisation and Interdependence (6 weeks)</b> Where do we live? What is in our local environment? How do we have links with other places? Where do our families come from?</p>



<b>Human Rights (5 weeks)</b> What would happen if we didn't have.....? What do we need to be cared for?				Where does our food come from?	
<b>Global Citizenship Links:</b> • International Day of Peace • Black History Month – celebrating diversity • Dyslexia awareness week	<b>Global Citizenship Links:</b> • Universal Children's Day • Anti- Bullying Week • Human Rights Day • Remembrance Day • Children in Need • Road Safety Week	<b>Global Citizenship Links:</b> • International Women's Day • International Mother Language Day • Children's Mental Health Week	<b>Global Citizenship Links:</b> • Autism Awareness Day • Comic Relief • World Book Day • Fair Trade Fortnight • Mothering Sunday	<b>Global Citizenship Links:</b> • International Earth Day • World Bee Day • Walk to school week • National Children's Gardening Week	<b>Global Citizenship Links:</b> • Father's Day • BNF Healthy Eating Week • World Environment Day • World Oceans Day • World Refugee Day • Oxfam water week • Recycle Awareness Week
<b>P4C:</b> Introduce yes/no cards <u>Starting school</u> Owl Babies, I am too Absolutely Small for School, Harry and his Bucketful of Dinosaurs Goes to School  How do we feel when we start school? Is it ok to feel sad? Why do we feel worried?  <u>Black History Month</u> Are we all the same? What makes us different? Can we be the same and be different as well?	<b>P4C:</b> Based on core books: The Gingerbread Man Rama and Sita Runaway Chapatti  Is it OK to trick someone? Is it OK to lie? Is it OK to steal?  <u>Different cultures</u> Are we all the same? What makes us different? Can we be the same and be different as well?  <u>Christmas and Conditions</u> Main idea: What is Christmas? What are the things that make it Christmas and what would it still be Christmas if certain things were missing	<b>P4C:</b> Based on books/themes: Superheroes & Villains Knights, Princesses, Witches and Dragons  Is it OK to hurt someone? Is fighting OK? Is hitting OK?  <u>Monster at School</u>  <u>Royal Invitations</u>	<b>P4C:</b> Based on books/themes: Dinosaurs Superheroes & Villains Fairytale  Are dinosaurs real?  What would you rather be? What superpower would you have?  <u>How to Save a Superhero</u>	<b>P4C:</b> Based on core books: The Three Little Pigs Three Billy Goats Gruff  Is it good to work together? Is it OK to break things?  <b>Safe or dangerous?</b> Where should you place these things on a line? Is it safe, or dangerous?	<b>P4C:</b> Environmental theme, looking after our world  How can we care for our world?  Is all rubbish bad? Are all vehicles bad?
<b>P4C:</b> Staff also observe themes that come out of children's play and plan P4C stimulus, play and discussions around these.					
<b>Parent Partnerships:</b> • Welcome teddy bears picnic (settling/PSED) • Early reading parent talk • Early reading/language workshop • Borrow a book library		<b>Parent Partnerships:</b> • Early maths workshop • Borrow a book library • Parent cooking workshops/Kitchen Club • Mystery readers		<b>Parent Partnerships:</b> • Creative Play workshop • Outside Play workshop • Borrow a book library • Parent cooking workshops/Kitchen Club	

<ul style="list-style-type: none"><li>• Parent cooking workshops/Kitchen Club</li><li>• Mystery readers</li></ul>	<ul style="list-style-type: none"><li>• Science Day workshop</li><li>• Mother's day assembly</li><li>• Easter bonnet parade</li></ul>	<ul style="list-style-type: none"><li>• Mystery readers</li><li>• Father's day assembly</li><li>• Sports Day</li><li>• Summer celebration/picnic</li></ul>
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