

| Subject                     | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------------------|---|--|--|--|--|---|
| IPC Topic                   | <p><i>IPC is an engaging, internationally-minded, thematic curriculum. IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Children delve into each topic, exploring rich and diverse learning while developing key skills across the seven areas of learning and making links as well as building on prior learning. In the EYFS, learning is carefully planned to reflect children's knowledge, needs, interests, stage of development and next steps.</i></p>  |  |  |  |  |   |
|                             | <b>All About Me</b>   | <b>Houses and Homes</b>  | <b>Animals</b>   | <b>Food</b>  | <b>Up &amp; Away</b>   | <b>Treasure</b>   |
|                             | <i>Through this topic, pupils will explore: Babies/Families, Home, Identity, Making Friends, Our School, What We Like</i>   | <i>Through this topic, pupils will explore: Types of Homes/Houses, Parts of houses, Objects in house, Materials and Building, Cultures, Animal Homes</i>                                   | <i>Through this topic, pupils will explore: wild animals, animal babies, animal homes, animal patterns, mini-beasts, farm animals, pets/ vets, life-cycles, sea creatures, reptiles, dinosaurs</i> | <i>Through this topic, pupils will explore: Favourite Foods, Why We Need Food, Healthy/Unhealthy Foods, Cooking with Foods, Growing Foods, Where Foods Come From, Farming, Foods From Around the World</i> | <i>Through this topic, pupils will explore:</i>  | <i>Through this topic, pupils will explore: Pirates, Boats, Secrets, Messages/codes, Treasures, Mermaids, Sea creatures</i>                           |
| Literacy                    | <p><i>Phonemic awareness is embedded into daily activities in the Nursery. Children enjoy learning and reciting nursery rhymes, songs and finger plays. Children have an abundance of opportunities in which to show awareness of rhyme and alliteration and to distinguish between different sounds in the environment. They are given the opportunity to explore phonemes and experiment with sounds and words, discriminating speech sounds in words and orally blend and segment phonemes. Children are introduced to a new phoneme each week and the focus phoneme is emphasised all week during discussion times and during class games and songs. Children are also provided with lots of opportunity to help consolidate their learning through mark-making, puzzles, alphabet books, songs, rhymes, sound games etc.</i></p> |  |  |  |  |   |
|                             | <p><i>In the Federation, we understand the importance of engendering a love of reading in our pupils. One of the ways in which we do this is by reading high quality texts aloud to the whole class. This exposes our pupils to a range of books, old and new, as well as enabling teachers to generate purposeful and engaging book talk around the class text. In the EYFS, core texts are carefully linked to the half-termly IC topic to ignite children's interest and are a foundation for developing pupils' key skills across all seven areas of learning.</i></p>  |  |  |  |  |   |
|                             | <i>Core texts to be explored during this topic include: Owl Babies, Little Rabbit Foo-Foo, Going to Nursery, So Much, Norris the Bear Who Shared, My Mummy</i>  | <i>Core texts to be explored during this topic include: The Three Little Pigs, A Squash and a Squeeze, This is Our House, Peace at Last, A House is a House for Me, A Zoo in Our House</i> | <i>Core texts to be explored during this topic include:</i>  | <i>Core texts to be explored during this topic include: The very hungry caterpillar, Avocado baby, I will never eat a tomato, Chocolate mousse for greedy goose, Lunchtime.</i>                            | <i>Core texts to be explored during this topic include:</i>                                | <i>Core texts to be explored during this topic include: The Night Pirates, Rainbow Fish, Come Away From the Water Shirley, Commotion in the Ocean</i> |
| Maths                       | <p>Number to 5</p> <p>Naming shapes</p> <p>Time</p> <p>Length and height</p>  | <p>Number to 5</p> <p>Naming and describing shapes</p> <p>Position</p>   | <p>Number to 10</p> <p>Naming and describing shapes</p> <p>Position</p> <p>Time</p>  | <p>Number to 10</p> <p>Naming and describing shapes</p> <p>Weight and capacity</p> <p>Money</p>  | <p>Comparing groups of objects</p> <p>Sharing</p> <p>Length and height</p> <p>Position</p> | <p>Addition and subtraction rhymes and games</p> <p>Comparing and describing shapes</p> <p>Time</p> <p>Weight and capacity</p>                        |
| Music                       | Rhythm and Melody<br>Beats and Percussion   | Christmas songs and carols   | Making music as a band   | Composing and recording music  | Summer Performances  | Summer Performances   |
| R.E. Celebrations/Festivals | Eid<br>Diwali   | Hanukah<br>Christmas   | Chinese New Year<br>Valentine's Day  | Pancake Day<br>Mothering Sunday<br>Holi Festival<br>Easter   | -  | -   |
| Art and D.T. Days           | <b>Art Day</b>  | <b>D.T. Day</b> – a decorative piece for the home  | <b>Art Day</b>   | <b>D.T. Day</b> – Design and make a t-shirt  | <b>Art Day</b>   | <b>D.T. Day</b>   |
| P.E<br>Fit for Sport        | Games and Movement  | Gymnastics and Movement  | Dance  | Games – Hand and Eye Coordination  | Games – Throwing and Catching  | Athletics   |
| Spanish                     | <b>Listening</b><br>the sounds of Spanish, the alphabet, songs  | <b>Going to work</b><br>jobs people do, where they do them, days of the week   | Body parts and numbers 1-10  | <b>Toys and Games</b><br>Spanish playground games and rhymes   | <b>Plants and animals</b><br>using numbers and colours                                     | World Cup   |