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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **1st Half** | **2nd Half** | **1st Half** | **2nd Half** | **1st Half** | **2nd Half** |
| **EYFS –** Saplings and Reception | **Autumn** | **Winter** | **Winter** | **Spring** | **Summer** | **Summer** |
|  | Children learn and develop in enabling environments in which their experiences respond to their **individual needs** and there is a **strong partnership** between practitioners and parents / carers … there are stimulating resources, relevant to all the children’s cultures and communities, rich learning opportunities through play and playful teaching, support for children to take risks and explore (Development Matters p.2). We will take the season and the weather as a platform for learning but essentially the theme for learning is child-led and child-initiated. We take children’s interests and personal experiences as a basis for planning all provocations which will enhance the continuous provision. | | | | | |
| **Special Events / Activities -** Saplings | Discussions, getting to know each other, growing in confidence, family, houses, community | Bonfire, Diwali, Autumn colour, bonfire night, Christmas (inc production) | Chinese New Year, Pancake Day | Easter, Mother’s Day | Father’s Day | Transition, cooking, talking about different senses, end of year graduation |
| Stay and Play sessions take place once every half term. | | | | | |
| **Special Events / Activities -** Reception | Settling in and getting to know each other, people who help me, culture box, Autumn walk | Diwali, Bonfire night, Den building, Christmas (inc production) | Traditional tales, Chinese New Year | Growing, Other beanstalk stories, Growing beans and cress, Forest school, Easter, Mother’s Day | Trip to the Farm, Father’s Day | Transition, Year group assembly |
| Stay and Play sessions take place once every half term. | | | | | |
| **Characteristics of Effective Learning** | Playing and Exploring – Engagement  Active Learning – Motivation  Creating and Thinking Critically – Thinking p.6 – 7\* | | | | | |