

Theme		ALL ABOUT ME	CELEBRATIONS	ONCE UPON A TIME	GROWING	LIVING THINGS	JOURNEYS
Term		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Core Text		<p><b>The Colour Monster</b> <b>Owl Babies</b> <b>Different types of Families</b></p> <p>Plus books linked to children's interests gained from transition information</p>	<p>Let's celebrate Diwali A piece of cake Nativity stories</p> <p>Plus books linked to children's interests</p>	<p><b>Goldilocks</b> <b>Nursery Rhymes</b> <b>Cleversticks (Chinese New Year)</b></p> <p>Plus books linked to children's interests</p>	<p><b>Jasper's Beanstalk</b> <b>The Tiger Who Came to Tea</b> <b>Oliver's Vegetables</b></p> <p>Plus books linked to children's interests</p>	<p><b>Matisse's Snail</b> <b>Snail and the Whale</b> <b>The Very Hungry Caterpillar</b></p> <p>Plus books linked to children's interests</p>	<p><b>Going on a Bear Hunt</b> <b>Baby Goes to Market</b></p> <p>Plus books linked to children's interests</p>
Characteristics of Learning		<p><b>Playing and exploring</b> Finding out and exploring Pretending objects are things from their experience Showing particular interests <b>Active learning</b> Maintain focus Not easily distracted <b>Creative and critical thinking</b> Thinking of ideas</p>	<p><b>Playing and exploring</b> Acting out experiences with other people Taking on a role in their play Initiating activities <b>Active learning</b> Show high levels of energy persistence <b>Creative and critical thinking</b> Finding ways to solve problems</p>	<p><b>Playing and exploring</b> Engaging in open ended activity Showing a can do attitude <b>Active learning</b> Not easily distracted persistence <b>Creative and critical thinking</b> Finding new ways to do things Making links</p>	<p><b>Playing and exploring</b> Using senses to explore the world around them Seeking challenge <b>Active learning</b> Pay attention to details Try different approach <b>Creative and critical thinking</b> Test ideas Check how well activities are going</p>	<p><b>Playing and exploring</b> Taking a risk Showing curiosity <b>Active learning</b> Bounce back after difficulties Show satisfaction in meeting goals <b>Creative and critical thinking</b> Develop ideas Make predictions Change strategy as needed</p>	<p><b>Playing and exploring</b> Seeking challenge Taking a risk <b>Active learning</b> Enjoy meeting challenges Proud of accomplishments <b>Creative and critical thinking</b> Plan and make decisions about how to approach a task Review approach and strategy</p>
PRIME AREAS OF LAERNING	Personal, Social & Emotional Development	<p>Settling into Nursery Class and making new friends Developing independence around the class Self-care inc independent toileting Talk about feelings Protective behaviours</p>	<p>Talking about our homes and families Developing confidence by participation in EYFS Nativity Considering how each of us is unique Protective behaviours</p>	<p>Extending independence in learning environment both indoors and outdoors Developing relationships through focus groups activities/KS1 reading buddies Building confidence through daily Helping Hands responsibilities Protective behaviours Cookery – eg playdough Healthy Bodies – daily snack time/self care Self-assurance</p>	<p>Extending independence in learning environment both indoors and outdoors Developing relationships through problem solving in small groups Building confidence through daily Helping Hands responsibilities Self care/keeping clean Develop empathy</p>	<p>Independent use of resources in the learning environment both indoors and outdoors Adapting behaviour to different social situations Eg school Mass attendance Developing confidence through daily challenges Helping Hands responsibilities</p>	<p>Transition with Reception class Participation in school assemblies and masses Daily challenges Helping Hands responsibilities Self care – daily routine/healthy eating</p>

	Communication and Language	Letters and Sounds phase one – sound discrimination Can follow two part simple instructions Speaks to share feelings, experiences and thoughts Circle Time-speaking and listening to others Rhyming and rhythmic activities	Letters and Sounds phase one – instrumental sounds Circle time to learn new vocabulary and use in communicating Can initiate and hold a conversation Learning repeated refrains and anticipating key events in stories	Letters and Sounds phase one – rhyming, rhythm in words and alliteration Know many rhymes Circle Time-speaking and listening to others Developing story structure, recall and creation Topic-themed storytime	Letters and Sounds phase one – voice sounds Circle Time – questions and responses Start a conversation and continue for many turns Understand how and why questions retelling stories and creating own stories Topic – themed storytime daily	Letters and Sounds phase one – segmenting and blending words Phase two - SATPIN Circle Time-speaking and listening to others and explaining own understanding Use longer sentences of 4/6 words Developing story structure and creation Topic-themed storytime	Letters and Sounds phase one – segmenting and blending words Phase two - MDGOCK Circle Time- asking and answering questions Developing story structure and creation Topic-themed storytime Beginning to articulate multisyllabic words
	Physical Development	Taking off and putting on coats Outdoor activities to develop gross motor skills Busy Fingers activities daily to develop fine motor skills eg scissor skills, construction etc	Weekly PE in hall Taking off/putting on socks and shoes Outdoor activities to develop gross motor skills Busy Fingers activities daily to develop fine motor skills eg scissor skills, construction etc	Weekly PE – building confidence in moving in different ways Taking off/putting on socks and shoes/coats Outdoor activities to develop gross motor skills eg digging Busy Fingers daily activities to develop fine motor skills Eg use of tweezers etc	Weekly PE – throwing and catching Taking off/putting on socks and shoes/coats Outdoor activities to develop gross motor skills eg large construction Busy Fingers daily activities to develop fine motor skills Eg threading	Weekly PE – running and avoiding obstacles Daily activities to develop gross motor skills eg dancing with streamers, remembering patterns and sequences Busy Fingers daily activities to develop fine motor skills Eg comfortable pencil control activities	Weekly PE – Sports Day activities Cookery – eg sandwiches, fruit salads Daily activities to develop gross motor skills eg sweeping and painting with large brushes Busy Fingers daily activities to develop fine motor skills Eg comfortable pencil writing name
	RE	God's Wonderful World  To learn about the plants and fruits in God's World To learn that God made us and we are unique To understand that God loves all of us and will never stop	My Family  To know that God gave us a family to look after us To know that Jesus came to earth as a baby and that Christmas is his birthday	The Holy Family  To know that Jesus loves little children and to think of ways to be kind and helpful to others	Good Friends  To know that Jesus chose friends to help him To know that Jesus helped people and he gives us people to help us	New Life  To begin to understand that we celebrate Easter because Jesus rose from the dead To begin to understand that Jesus is alive and will always be with us	Our Church Family  To know that we all belong to God's Family To know that we belong to our Church Family
SPECIFIC AREAS OF LEARNING	Literacy	Explore environmental print Nursery rhymes and rhyming books Daily book time Sharing of books and printed material/page sequencing/	Interpret mark making Repeats words and phrases from familiar stories Listens and joins in with stories and poems Planned storytime Child is read with	Rhyming Recording story ideas Topic word wall Variety of writing tools Daily book sharing Topic themed story time Teacher reads with each child weekly	Initial sounds Developing own storybooks Topic word wall Variety of writing tools Writing names as labels Daily book sharing	Segmenting and blending sounds in simple words Sequencing stories and creating own story ideas Topic word wall/writing tools Writing labels for	Use phonic knowledge to read simple words Using letters to create stories/labels Book recommendations KS1 reading buddies Topic themes story time Teacher reads with each

	Interested in books and rhymes, favourites Introduce variety of writing tools Planned storytime Teacher reads with each child weekly	weekly	Use of puppets to create and retell stories	Topic themed story time Teacher reads with each child weekly	creations Daily book sharing and conversations KS1 reading buddies Topic themes story time Teacher reads with each child weekly	child weekly Use some of letter knowledge in early writing Write some letters/name
Mathematics	Say number words in sequence to 10 Enjoys counting verbally, as far as they can go. Uses some number words and number language within play. Responds to the language of position and direction Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	Tag each object with a number word, using the stable order of 1-5. Beginning to use the language of position and direction Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names	Cardinality Subitising to 3 Copying AB pattern Counts up to 5 objects, recognising that the last number said is the total. (Cardinal principle) Beginning to recognise that each counting number is one more than the one before. Predicts, moves and rotates objects to fit the space or create the shape they would like Shows awareness of shape similarities and differences between objects	Subitising to 5 Continuing AB pattern Spotting a mistake in a repeating pattern Compares two small groups of objects (up to 5), noticing when each group is the same. Begins to learn that numbers are made up (composed) of smaller amounts. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items	Knowing that total doesn't change if objects are rearranged Initiate AB pattern Continue ABC pattern Links numerals to amounts up to 5, maybe beyond. Beginning to use understanding of number to solve practical problems. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Recalls a sequence of events in everyday life and stories	Match numeral and quantity Begin to recognise numerals 0-10 Explores using a range of marks to which they ascribe mathematical meaning. Separates a group of three or four objects in different ways, recognising the total is still the same Attempts to create arches and enclosures when building, using trial and improvement to select blocks
Understanding the world	Has a sense of immediate family Nature walks to explore their environment eg seasons Autumn Remembering special times for families and friends Harvest celebration Celebrate different countries we come from and languages we speak Sand and water investigations Gardening	Explore their uniqueness Remember significant events in their own experience, eg birthdays and celebrations Diwali Remembrance Day Circle time Sand and water investigations Changing seasons – winter Investigate use of ICT eg ipads, IWB and laptops	Explore different occupations Interactive stories and games Beebots – positional language Feeding birds in winter Sand and water investigations outdoors Gardening- new spring bulbs	Explore different ways of life eg schoolchild in Poland Chinese New Year Explore light and colour Sand and water investigations outdoors Gardening- new spring bulbs	Understanding of what makes us unique Laptops/keyboard and iPad/new apps exploration Signs of seasonal changes Understanding of change over time eg butterfly life cycle Sand and water challenges	Understanding of change over time eg babies to children to adult Investigate and Understand how and why things work Sand and water challenges Gardening – vegetable harvest

	Expressive arts and design	Self-portraits Colour recognition Working with malleable materials Outdoor painting Collage activities exploring texture Daily songs and rhymes Making trumpets/shakers/drums/wind chimes Development of indoor and outdoor role play areas			Explore mark making Experiments with blocks, colours and marks Experiment with colour mixing Imaginative play with small world, role play areas Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Explore sounds of different instruments			Explore and describe texture Colour mixing Daily action songs Development of indoor and outdoor role play areas – props/scenery Explore outdoor sound wall/instruments			Observational drawing Developing personal preferences Explore new materials eg clay Extend joining skills Develop characters in role play			Develop simple representations of objects/people Extending construction through joining and using tools Create and record personal stories via ipads, storybooks and microphones Use of puppets to create and retell stories			Develop simple representations of objects/people Introduce narrative into play eg in mud kitchen, home corner and role play areas Create and record personal stories via ipads, storybooks and microphones Use of puppets to create and retell stories		
		PSHE	CREATED AND LOVED BY GOD  Me, My Body, My Health	CREATED TO LOVE OTHERS  Personal Relationships	CREATED TO LIVE IN THE COMMUNITY  Living in the Wider World	CREATED AND LOVED BY GOD  Emotional Wellbeing	CREATED TO LOVE OTHERS  Keeping Safe	CREATED TO LIVE IN THE COMMUNITY	CREATED AND LOVED BY GOD  Life Cycles	CREATED TO LOVE OTHERS  Keeping Safe	CREATED TO LIVE IN THE COMMUNITY								
Theme			ALL ABOUT ME		CELEBRATIONS	ONCE UPON A TIME	GROWING	LIVING THINGS	WATER										
Term		AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2											