

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>The Colour Monster Owl Babies Different types of Families</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>Goldilocks Nursery Rhymes Cleversticks (Chinese New Year)</p> <p>Plus books linked to children's interests</p>	<p>Jasper's Beanstalk The Tiger Who Came to Tea Oliver's Vegetables</p> <p>Plus books linked to children's interests</p>	<p>Matisse's Snail Snail and the Whale The Very Hungry Caterpillar</p> <p>Plus books linked to children's interests</p>	<p>Going on a Bear Hunt Baby Goes to Market</p> <p>Plus books linked to children's interests</p>
Characteristics of Learning		<p>Playing and exploring Finding out and exploring Pretending objects are things from their experience Showing particular interests Active learning Maintain focus Not easily distracted Creative and critical thinking Thinking of ideas</p>	<p>Playing and exploring Acting out experiences with other people Taking on a role in their play Initiating activities Active learning Show high levels of energy persistence Creative and critical thinking Finding ways to solve problems</p>	<p>Playing and exploring Engaging in open ended activity Showing a can do attitude Active learning Not easily distracted persistence Creative and critical thinking Finding new ways to do things Making links</p>	<p>Playing and exploring Using senses to explore the world around them Seeking challenge Active learning Pay attention to details Try different approach Creative and critical thinking Test ideas Check how well activities are going</p>	<p>Playing and exploring Taking a risk Showing curiosity Active learning Bounce back after difficulties Show satisfaction in meeting goals Creative and critical thinking Develop ideas Make predictions Change strategy as needed</p>	<p>Playing and exploring Seeking challenge Taking a risk Active learning Enjoy meeting challenges Proud of accomplishments Creative and critical thinking 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>CST: Dignity of the Human Person</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>CST: Family and Community</p>	<p>Extending independence in learning environment both indoors and outdoors Developing relationships through focus groups activities Building confidence through daily Helping Hands responsibilities Protective behaviours Healthy Bodies – daily snack time/self care Self-assurance CST: Dignity of the Human Person</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 CST: Dignity of the Human Person</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 Monitor 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> <p>CST: Dignity of the Human Person</p>

	Communication and Language	<p>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 CST: Dignity of the Human Person</p>	<p>Little Wandle – 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 CST: Family and Community</p>	<p>Little Wandle – 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</p>	<p>Little Wandle – 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</p>	<p>Little Wandle – segmenting and blending words - 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</p>	<p>Little Wandle – 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</p>
	Physical Development	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
	RE	<p>Creation and Covenant</p> <p>To learn that God made our beautiful world and everything in it. God made me. God loves me and everyone. Give thanks for God's wonderful world. Look after God's World. Learn words and actions to the sign of the cross. CST: Stewardship</p>	<p>Prophecy and Promise</p> <p>Celebrate advent. It is a time to get ready for Christmas. Advent wreath. Tradition of the crib. Nativity celebration. To know that Mary was going to have a baby and his name will be Jesus. She had him and he was born in Bethlehem. The shepherds hurried to see Mary, Joseph and Jesus CST: Family and Community</p>	<p>Galilee to Jerusalem</p> <p>The wise men visit baby Jesus. Jesus welcomes and blesses the little children. Jesus was born for everyone. The Glory Be is a special prayer. Show love to everyone like Jesus. CST: Family and Community</p>	<p>Desert to Garden</p> <p>Lent is a time to care for others. Jesus died on a cross, it is a sad time. Jesus was given new life by God his father. Jesus rose and everyone celebrates. Love God and love everyone. Great commandment- Love everyone. Simple signs of Lent- colour purple, seeds growing. Simple signs of Easter- colour white, growth. Celebrate with signs and symbols- hot cross buns, Easter eggs. Easter Garden us people to help us CST: Poor and Vulnerable</p>	<p>To the ends of the Earth</p> <p>Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. The parish church is a special place where we meet our friends, sing and say prayers especially on Sunday. CST: Family and Community</p>	<p>Dialogue and Encounter</p> <p>Friends of Jesus; hear a simple life of St Peter and St Paul. Learn about other saints important to the school and class. Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition. Learn about other faith communities. CST: Solidarity and the common good</p>

SPECIFIC AREAS OF LEARNING	Literacy	Explore environmental print Nursery rhymes and rhyming books Daily book time Sharing of books and printed material/page sequencing/ Interested in books and rhymes, favourites Introduce variety of writing tools Planned storytime Teacher reads with each child weekly	Interpret mark making Repeats words and phrases from familiar stories Listens and joins in with stories and poems Planned storytime Child is read with weekly	Rhyming Recording story ideas Topic word wall Variety of writing tools Daily book sharing Topic themed story time Teacher reads with each child weekly Use of puppets to create and retell stories	Initial sounds Developing own storybooks Topic word wall Variety of writing tools Writing names as labels Daily book sharing Topic themed story time Teacher reads with each child weekly	Segmenting and blending sounds in simple words Sequencing stories and creating own story ideas Topic word wall/writing tools Writing labels for creations Daily book sharing and conversations Book club Topic themes story time	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 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	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 –	Explore different occupations Interactive stories and games Beebots – positional language Feeding birds in winter Sand and water investigations outdoors Gardening- new spring bulbs Chinese New Year CST: Stewardship	Explore different ways of life eg schoolchild in Poland Explore light and colour Sand and water investigations outdoors Gardening- new spring bulbs CST: Stewardship	Understanding of what makes us unique Signs of seasonal changes Understanding of change over time eg butterfly life cycle Sand and water challenges CST: Dignity of the Human Person	Understanding of change over time eg babies to children to adult Gardening – vegetable harvest Laptops/keyboard and iPad/new apps exploration CST: Stewardship

		we speak Sand and water investigations Gardening CST: Family and Community	winter Investigate use of ICT eg ipads, IWB and laptops CST: Dignity of the Human Person						
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 CST: Dignity of the Human Person	CREATED TO LOVE OTHERS Personal Relationships CST: Family and Community	CREATED TO LIVE IN THE COMMUNITY Living in the Wider World CST: Family and Community	CREATED AND LOVED BY GOD Emotional Wellbeing CST: Dignity of the Human Person	CREATED TO LOVE OTHERS Life online CST: Dignity of the Human Person	CREATED TO LIVE IN THE COMMUNITY CST: Family and Community	CREATED AND LOVED BY GOD Life Cycles CST: Stewardship	CREATED TO LOVE OTHERS Keeping Safe CST: Dignity of the Human Person
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	