

Autumn 1: Who am I?

Characteristics of effective learning:			Enrichment opportunities:
Playing and exploring: – Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning	Active learning: – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.	Creating and thinking critically: – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	Welcome to school! Autumn Leaf Hunt Police / Firefighter visit What do I want to be when I grow up?
Personal, Social and Emotional New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships	Communication and Language Children talking about experiences that are familiar to them, who is in their family and who lives in their house. We will focus on making friends and knowing the names of everyone in our class, building relationships with adults and teaching staff and becoming familiar with our new environment, Children will use and recognise familiar print, reading and sharing ‘nursery favourites’ from our local nurseries. Circle times focusing on sharing our favourites ‘What is your favourite sport? Ice cream? Colour?’	Physical Development Fine: Fingers and thumbs daily activities. Threading, cutting, weaving, playdough Dough Disco Hold pencil/paint brush beyond whole hand grasp. Practise a ‘nip, flip grip’ pencil grip Gross: Negotiating space Using outdoor climbing equipment Different ways of moving, slowly and quickly. Balancing.	Literacy Joining in with rhymes and showing an interest in stories with repeated refrains. Favourite stories and rhymes. <u>Understand the five key concepts about print:</u> 1) print has meaning 2) print can have different purposes 3) we read English text from left to right and from top to bottom 4-) the names of the different parts of a book 5) pages must be read in order. Sequencing familiar stories with pictures to tell the story. Recognise initial sounds. Name writing. Engage in extended conversations about stories, learning new vocabulary.
Maths Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment.	Understanding the World Identifying their family. Talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families Talk about members of their immediate family and community.	Expressive Art and Design Join in with songs and familiar nursery rhymes. Exploring colours and different colouring materials – colouring pencils, felt tip, crayons, chalks. Join in with role play games and use resources available for props. Use construction equipment to explore simple joining and building houses, rockets etc. Painting self-portraits and junk modelling. Exploring sounds and how they can be changed, tapping out simple rhythms. Fingers and thumbs crafts linked to letter sounds and nursery rhymes. Charanga	Read Write Inc Formation of letters using RWI rhymes. Learn Set 1 speed sounds. Begin Orally blending Magnetic boards to read words Sound blending books home for a few children

Autumn 2: What do we celebrate?

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Personal, Social and Emotional Getting on and falling out. How to deal with emotions Self – Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Communication and Language Develop vocabulary Retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Books chosen to develop vocabulary. Reread favourite stories	Physical Development Fine: Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Build with duplo Gross: Crates and planks– climbing & balancing. Dance – nativity. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes and wheelbarrows.	Literacy . Retell stories related to events through acting/role play. Christmas letters/lists. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Name writing, labelling using initial sounds. Begin Drawing club – developing understanding of story, character, setting, creating own ideas and writing initial sounds or cvc words.
Maths Numbers within 6 Count, One more or one fewer Order numbers. Conservation of numbers within six Addition and subtraction within 6 Explore zero Explore addition and subtraction Measures. Estimate, order compare, discuss and explore capacity, weight and lengths Describe, and sort 2-D & 3-D shapes Describe position accurately Days of the week	Understanding the World Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Little Red Hen to draw information from a map and begin to understand why maps are so important and needed. Share different cultures versions of famous fairy tales.	Expressive Art and Design Use different textures and materials to make bridges for the Three Billy Goats Listen to music and make their own dances in response. Firework pictures , Christmas decorations, Christmas cards, Diya lamps , Christmas songs/poems Collage owls / symmetrical butterflies The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. The Nativity – singing and dancing Collage owls / symmetrical butterflies	Read Write Inc Read all 25 Set 1 single letter sounds Blend sounds into words orally Reading books with cvc and cvcc words in Learning Set 1 special friends and begin to read these in words.

Spring 1: What's your favourite animal?

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Personal, Social and Emotional Good to be me Feelings Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Looking after pets and other animals	Communication and Language Using language well Ask how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Physical Development Fine: Form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / use tweezers and scissors Gross: Ball skills- throwing and catching. Provide a wide range of activities to support a broad range of abilities. Use picture books to explain the importance of the different aspects of a healthy lifestyle.	Literacy Information leaflets about animals/plants and growing. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. Continue Drawing club – developing sentence codes in line with children's phonics knowledge.
Maths Numbers within 10 Count to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer	Understanding the World Listening to stories and placing events in chronological order. What can we do to take care of animals? Compare animals from a jungle to those on a farm. Explore a range of animals. Learn their names and label their body parts. Nocturnal Animals – Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see After close observation, draw pictures of the natural world, including animals and plants.	Expressive Art and Design Explore Rousseau's Tiger / animal prints Collage and paint–farm animals and jungle animals. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. .Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets	Read Write Inc Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Guided writing based around developing short sentences in a meaningful context – linked to fingers and thumbs. . Read all 25 Set 1 single letter sounds Blend sounds to read words Read short Ditty stories

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Spring 2: What's growing outside?

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Personal, Social and Emotional Relationships What makes a good friend? Healthy me Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Communication and Language Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story. Learn new stories and retell using actions and props.	Physical Development Fine: Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Accurate cutting. Build things with smaller linking blocks, such as Lego Gross: Ball skills– aiming, dribbling, pushing, throwing & catching, patting, or kicking. Balance– children moving with confidence	Literacy . Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Writing captions and labels, writing simple sentences. Writing short sentences to accompany story pictures. Order the Easter story. Drawing club – Character descriptions, 2 sentences
Maths Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them	Understanding the World Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Create opportunities to discuss how we care for the natural world around us. Planting seeds Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Use the BeeBots.	Expressive Art and Design Children will explore ways to protect the growing of plants by designing scarecrows. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers–Sun flowers Mother's Day crafts Easter crafts Artwork themed around Eric Carle / The Seasons – Art	Read Write Inc Read 31 sounds (Set 1 Special Friends) Read Red Storybooks

Summer 1: Can I tell you a story?

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Personal, Social and Emotional Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Communication and Language Re-read favourite and traditional books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make predictions of what might/could happen next. Talk about characters and settings. Learn new stories and retell.	Physical Development Fine: Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross etc. Gross: Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Dance-moving to music	Literacy . Stories from other cultures. Retell a story with actions and / or picture prompts as part of a group – Use story language when acting out a narrative. Rhyming words. Writing recipes, lists. Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Drawing club – sentences, description
Maths Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values Measures Describe capacities •Compare volumes/weights •Estimate, compare and order lengths	Understanding the World Use Handa’s Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport old and new. Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Science – floating and sinking	Expressive Art and Design Puppet shows: Provide a wide range of props for play which encourage imagination. Make puppets of characters. Salt dough Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures.	Read Write Inc Read 35 sounds (4- double consonants) Read Green Storybooks

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Summer 2: Where do I live?

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Personal, Social and Emotional Sports day – Winning and losing Changing me Look how far I’ve come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.	Communication and Language Show and tell – Tapestry. Read aloud books to children that will extend their knowledge of the world. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Children to develop their own preferences to books and stories.	Physical Development Fine: Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable. Gross: Races / team games involving gross motor movements. How can we stay healthy? Gymnastics – Balancing	Literacy . Draw pictures of characters/setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction book gives information. Fiction means story. Can point to front cover, back cover, spine, author and title. Story writing, writing sentences using a range of tricky words spelt correctly. Begin to use full stops and finger spaces. Recount – school trip. Drawing club
Maths Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing	Understanding the World To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a paleontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Sinking – boat building Metallic / non- objects – Titanic Share non-fiction texts that offer an insight into contrasting environments. Introduce the children to NASA and America. Neil Armstrong	Expressive Art and Design Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Create space pictures	Read Write Inc Read 4-I sounds (first 6 Set 2 sounds) Read Green Storybooks

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