

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prime Areas</b>	<b>All About Me</b>	<b>Festivals and Celebrations</b>	<b>Animals &amp; their Homes- Zoo, farm, arctic</b>	<b>Planting and new life</b>	<b>Under the rock- Mini beasts Growing</b>	<b>At the Beach- In the sea Transition</b>
<b>Personal, Social and Emotional Development</b>  Making Relationships  Self-confidence and self-awareness  Managing feelings and behaviour	<ul style="list-style-type: none"> <li>All about me</li> <li>Classroom rules and routines</li> <li>Understanding boundaries-safe places</li> <li>Supporting children in sharing and turn-taking.</li> </ul>	<ul style="list-style-type: none"> <li>Working out how to work as a group</li> <li>Now and next cards</li> <li>Inclusive values</li> <li>Christmas crafts</li> <li>Anti-bullying week</li> <li>Road Safety</li> <li>Collaborative games (ring games)</li> </ul>	<ul style="list-style-type: none"> <li>Motivation and self-awareness</li> <li>Taking responsibility, discuss feelings.</li> <li>Setting and achieving goals.</li> </ul>	<ul style="list-style-type: none"> <li>Feeling proud of achievements and helping children to achieve their goals</li> <li>Thinking about how far we have come.</li> <li>Discussing how different people have different strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Feeling proud of achievements and helping children to achieve their goals</li> <li>Thinking about how far we have come.</li> <li>Discussing how different people have different strengths.</li> </ul>	<ul style="list-style-type: none"> <li>How I have developed during the year</li> <li>Transition to a Reception – how do we feel about this?</li> </ul>
<b>Physical Development</b>  Moving and Handling  Health and self-care	<ul style="list-style-type: none"> <li>Development Movement Play <b>Strong Bodies</b> (Pushing, pulling, sliding, climbing, and crawling)</li> <li>Wheeled vehicles</li> <li>Sand trays/chalk/large scale paper for letter trails</li> <li>Hand washing and drying hands.</li> <li>Dressing/ undressing with help.</li> </ul>	<ul style="list-style-type: none"> <li>Development Movement Play (Pushing, pulling, sliding, climbing, and crawling)</li> <li>Road Safety</li> <li>Santa’s workshop</li> <li>Small equipment games (beanbags, quoits, balls)</li> <li>Welly Wednesday focus- Throwing and catching</li> <li>Music and</li> </ul>	<ul style="list-style-type: none"> <li>Travel in a variety of ways using feet and hands- walking, running, jumping, clapping and stretching</li> <li>Throwing, catching and kicking beanbag, ball, and quoit to different heights. using equipment safely</li> <li>Practise landing from low apparatus</li> <li>Developing mark making skills using</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Eating and Living (Healthy body/Healthy minds)</li> <li>Cutting and scissor control.</li> <li>Developing pencil grip.</li> <li>Trace/copy name card.</li> <li>Welly Wednesday spinning, climbing and rolling.</li> <li>Be aware of body parts used, good body shapes, in</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple rolls, curled up small, and ‘log rolls’, sideways, with straight body</li> <li>Sports Day Practice</li> <li>Welly Wednesday focus- Follow a leader/copying games.</li> <li>Trace, copy, write name</li> <li>Keeping healthy and safe</li> <li>Dangers in the</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day Races/Games</li> <li>P.E classes in hall</li> <li>Trace, copy, write name</li> <li>Pencil control skills</li> <li>Water Welly Wednesday</li> <li><b>Health &amp; Self-Care</b></li> <li>Keeping healthy and safe.</li> <li>Dangers in the environment</li> <li>Hand washing and drying</li> </ul>

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.

	<ul style="list-style-type: none"> <li>• Toileting</li> <li>• Group Snack time/ using water bottles in school</li> </ul>	<p>Movement sessions - Keeping healthy and safe.</p> <ul style="list-style-type: none"> <li>• Hand washing and drying hands.</li> <li>• Dressing/ undressing with help.</li> <li>• Snack time/ using water bottles in school</li> </ul>	<p>various media.</p> <ul style="list-style-type: none"> <li>• Encourage mark make holding pencil in a pincer grip.</li> <li>• Dressing/ undressing with support.</li> <li>• Snack time/ using water bottles in school</li> </ul>	<p>Kinetic six movements.</p> <ul style="list-style-type: none"> <li>• Keeping healthy and safe.</li> <li>• Dangers in the environment</li> <li>• Hand washing and drying hands.</li> <li>• Dressing/ undressing with minimal support</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>• Hand washing and drying hands.</li> <li>• Dressing/ undressing with minimal support</li> <li>• Attempting fastening buttons/zips</li> </ul>	<p>hands.</p> <ul style="list-style-type: none"> <li>• Dressing/ undressing independently.</li> <li>• Attempting fastening buttons/zips</li> </ul>
<p><b>Communication and Language</b></p> <p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>• Time to talk during Key Group Time e.g. about home, community and family or likes and dislikes.</li> <li>• Discussing our feelings</li> <li>• Listening and attention &amp; Social groups.</li> <li>• News time</li> <li>• Subject specific vocabulary</li> <li>• Reflecting on learning by looking at photos on I pads</li> <li>• Phase one Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about seasonal changes relating to Autumn</li> <li>• Time to talk during Key Group Time.</li> <li>• Discussing our feelings</li> <li>• Listening and attention &amp; Social groups.</li> <li>• News time</li> <li>• Subject specific vocabulary</li> <li>• Reflecting on learning by looking at photos on iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about seasonal changes relating to Winter</li> <li>• Time to talk during Key Group Time e.g. about home</li> <li>• Discussing our feelings</li> <li>• Regular opportunities to comment on learning</li> <li>• Listening and attention &amp; Social groups.</li> <li>• News time</li> <li>• Subject specific vocabulary</li> <li>• Reflecting on learning by looking at photos on iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about seasonal changes relating to Spring</li> <li>• Time to talk during Key Group Time</li> <li>• Discussing our feelings</li> <li>• Listening and attention &amp; Social groups.</li> <li>• News time</li> <li>• Subject specific vocabulary</li> <li>• Reflecting on learning by looking at photos on iPads</li> <li>• Naming Farm Animals and their young.</li> <li>• Talking about parts</li> </ul>	<ul style="list-style-type: none"> <li>• Kim's game (5-10 objects)</li> <li>• Phase 1 Letters &amp; Sounds activities</li> <li>• Time to talk during Key Group Time-adventures</li> <li>• Discussing our feelings</li> <li>• Listening and attention &amp; Social groups.</li> <li>• News time</li> <li>• Subject specific vocabulary</li> <li>• Reflecting on learning by looking at photos on iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Kim's game (5-10 objects)</li> <li>• Talking about seasonal changes relating to Summer</li> <li>• Memories of Pre-school</li> <li>• Phase 1 Letters &amp; Sounds activities</li> <li>• Time to talk during Key Group Time -Discussing our feelings</li> <li>• Listening and attention &amp; Social groups.</li> <li>• News time</li> <li>• Subject specific</li> </ul>

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.

	<ul style="list-style-type: none"> <li>and Sounds</li> <li>• Word of the week</li> </ul>		<ul style="list-style-type: none"> <li>• Naming Animals</li> </ul>	<ul style="list-style-type: none"> <li>of a flower.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming mini beasts</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary</li> <li>• Reflecting on learning by looking at photos on iPads</li> <li>• Naming beach and seaside key words</li> </ul>
<b>Specific Areas</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model writing behaviours</li> <li>• Print for a purpose within role play.</li> <li>• Fiddly fingers activities.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children select a reading book with parents</li> <li>• Environmental Print (logos, labels and signs)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• The story of Rama and Sita (Diwali)</li> <li>• The Christmas Story</li> <li>• Children select a reading book with parents</li> <li>• Sharing Christmas Stories</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Opportunities for application of phonics skills during Child Initiated Learning</li> <li>• Christmas card writing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• World Book Day March 7<sup>th</sup></li> <li>• The Chinese New Year story</li> <li>• Children select a reading book with parents</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Opportunities for application of phonics skills during CIL.</li> <li>• Celebrate World Book Day</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Oliver's Vegetables</li> <li>• Non-fiction books about frogs/chicks</li> <li>• Easter story</li> <li>• Healthy eating books</li> <li>• Sharing bible stories</li> <li>• Children select a reading book with parents</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Life cycle of a chick/frog</li> <li>• Mother's Day card</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children select a reading book with parents</li> <li>• Enormous Turnip book</li> <li>• Non-fiction farm/animal books</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model writing behaviours</li> <li>• Opportunities for application of phonics skills during CIL.</li> <li>• Using print for a purpose within role play.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Information about different countries</li> <li>• Mr Grumpy's outing</li> <li>• Children select a reading book with parents</li> <li>• The Snail and the Whale.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model writing behaviours</li> <li>• Opportunities for application of phonics skills during CIL.</li> <li>• Print for a purpose within role play.</li> <li>• Father's Day Cards</li> </ul>
Literacy						
Reading						
Writing						

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.

<p><b>Mathematics</b></p> <p>Numbers</p> <p>Shape, space and measures</p>	<ul style="list-style-type: none"> <li>Ordering numbers to 1-5.</li> <li>Copy rote numbers 1-5</li> <li>2D shape and colour activities</li> <li>Awareness of numbers and shapes in the environment</li> <li>Day/Month of the week as daily ongoing.</li> <li>Recite some number names in sequence</li> <li>Use some language of quantities such as 'more and a 'lot'</li> <li>Knows that a group of things can change in quantity where some is added/taken away.</li> <li>Shows curiosity about numbers by offering comments or asking questions-ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Ordering numbers 1-10</li> <li>2D shapes (add star and oval)</li> <li>Awareness of numbers and shapes in the environment</li> <li>Months/days/seasons of the week as daily provision</li> <li>Uses some number names and number language spontaneously.</li> <li>Use some number names accurately in their play</li> </ul>	<ul style="list-style-type: none"> <li>Estimation</li> <li>Size ordering</li> <li>Positional language and direction</li> <li>2D shapes (add heart and diamond)</li> <li>Awareness of numbers and shapes in the environment</li> <li>Introduction to specific mathematical vocabulary-ongoing</li> <li>recites numbers in order to 10</li> <li>knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers.</li> <li>Comparing two groups 'same number'.</li> </ul>	<ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Comparing measures (weight, capacity, length)</li> <li>Ordering numbers 1-10</li> <li>2D shapes (add heart and diamond)</li> <li>One more/one less</li> <li>Size ordering</li> <li>Awareness of numbers and shapes in the environment</li> <li>Sometimes match numbers and quantities.</li> </ul>	<ul style="list-style-type: none"> <li>Estimation</li> <li>One more/one less</li> <li>Positional language</li> <li>Ordering numbers 1-10</li> <li>Simple addition and subtraction language</li> <li>2D shape (add hexagon and pentagon)</li> <li>One more/one less</li> <li>Size ordering</li> <li>Awareness of numbers and shapes in the environment</li> <li>Introduction of Numicon</li> <li>Beginning to represent numbers using marks on paper or pictures.</li> <li>Shows an interest in number problems</li> </ul>	<ul style="list-style-type: none"> <li>Estimation</li> <li>Positional language</li> <li>Ordering numbers 1-10</li> <li>Addition and Subtraction</li> <li>All 2D shapes</li> <li>One more/one less</li> <li>Size ordering</li> <li>Awareness of numbers and shapes in the environment</li> <li>Introduction of Numicon</li> <li>Recognises not only objects but anything can be counted.</li> <li>Recognises numbers 1-5</li> <li>Separates a group of 3, 4 and 5</li> <li>Shows curiosity about numbers by offering comments or asking questions</li> </ul>
---	--	---	---	--	---	---

<p><b>Understanding of the World</b></p> <p>People and Communities</p> <p>The World</p> <p>Technology</p>	<ul style="list-style-type: none"> <li>• Harvest</li> <li>• Making and tasting bread.</li> <li>• Planting bulbs</li> <li>• official start of autumn</li> <li>• Autumn walk</li> <li>• Exploring the five senses</li> <li>• Birthday display</li> <li>• Body Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Road Safety</li> <li>• Bonfire Night</li> <li>• Light and Dark-reflective materials</li> <li>• Christmas Story</li> <li>• Paint- firework pictures.</li> <li>• Hindu- Diwali</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Winter</li> <li>• Chinese New Year</li> <li>• Shrove Tuesday</li> <li>• Using simple programmes and creating pictures</li> <li>• Materials</li> <li>• Freezing/melting</li> </ul>	<ul style="list-style-type: none"> <li>• Easter story</li> <li>• Hatching chicks</li> <li>• Magnets</li> <li>• Mother’s Day</li> <li>• Holi</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring plants on the environment</li> <li>• Bug hunting</li> <li>• ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday destinations</li> <li>• Climate/ Temperature</li> <li>• Father’s Day</li> <li>• Eid</li> </ul>
<p><b>Theme Days</b></p>	<p>Harvest</p>	<p>Children in Need Christmas Party Day</p>	<p>Music and Movement Easter</p>	<ul style="list-style-type: none"> <li>• Living Eggs Project</li> <li>• World Book Day</li> </ul>		<p>Pre-school Sports Day</p>

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children’s learning across all areas.