



**Subject** **Autumn** **Spring** **Summer**

<b>Special Events</b>	Recycle Week Macmillan Coffee Morning National Poetry Day Diwali	Bonfire night Remembrance Day Road Safety Week Hanukkah Christingle Christmas	Chinese New Year NSPCC Numbers Day  Dental nurse visit	Shrove Tuesday Martisor Mother's Day Easter bonnet parade Eid - varies	St Georges Day	Father's Day Summer Sing
<b>Weeks (190 days)</b>	6 + 2d	7 + 4d	6	4 + 4d	5 + 3d	7 + 2d
<b>Parental Engagement</b>	Welcome meetings Class Dojo Reading workshop	Class Dojo	Class Dojo	Class Dojo Parents evening Oral hygiene workshop	Class Dojo Family Fridays New intake meetings	Annual report Class Dojo
<b>Topic</b>	<b>Colour, shape, and patterns</b>	<b>Celebrations</b>	<b>Ourselves</b>	<b>Living Things – Animals Wild and Tame</b>	<b>Living Things – Plants and Minibeasts</b>	<b>People and Places</b>
<b>TEXTS</b>  <b>Traditional Nursery rhyme focus across the year.</b>  <b>Author focus across the year – Pat Hutchins, Eric Carle, Rod Campbell</b>	<ol style="list-style-type: none"> <li>Settling</li> <li>Settling</li> <li>White Rabbit's Colour Book</li> <li>Dog's Colourful Day</li> <li>Blue Balloon</li> <li>My Mum and Dad</li> <li>Make Me Laugh (book about patterns) or Elmer</li> <li>Eric Carle – the Artist</li> </ol> <p>Who Painted a Blue Horse or Opposites</p> <p><b>Rhythm suggestion:</b> Sounds Around Us Body Percussion activities Clapping pattern activities</p>	<ol style="list-style-type: none"> <li>Lighting a Lamp (Diwali)</li> <li>It's My Birthday</li> <li>Cake</li> <li>My New Baby</li> <li>Maisy Goes to a Wedding</li> <li>Dear Santa – Rod Campbell</li> <li>5 Christmas Penguins</li> </ol> <p><b>Rhyme suggestion:</b> Twinkle Twinkle 5 Little Candles on a Birthday Cake Rock a Bye Baby</p>	<ol style="list-style-type: none"> <li>You'll Soon Grow into them Titch or Tidy Titch – Pat Hutchins</li> <li>Chinese New Year</li> <li>Love Makes a Family</li> <li>Body Parts (Non-Fiction)</li> <li>We're Going to the Dentist</li> <li>Owl Babies</li> </ol> <p><b>Rhyme suggestion:</b> Heads, shoulders, knees, and toes Humpty Dumpty 10 in a Bed</p>	<ol style="list-style-type: none"> <li>Rosie's Walk – Pat Hutchins</li> <li>Noisy Farm – Rod Campbell</li> <li>We All Went on Safari</li> <li>I Went Walking or Brown Bear Brown Bear</li> <li>Dear Zoo – Rod Campbell</li> <li>Walking Through the Jungle</li> </ol> <p><b>Rhyme suggestion:</b> Old MacDonald Baa Baa Black Sheep Incy Wincy Spider 5 Little Monkeys or other monkey rhymes.</p>	<ol style="list-style-type: none"> <li>Kipper's Beanstalk</li> <li>Titch – Pat Hutchins</li> <li>The Tiny Seed – Eric Carle</li> <li>The Enormous Turnip</li> <li>Non-Fiction – Sunflower</li> <li>The Very Hungry Caterpillar – Eric Carle</li> </ol> <p><b>Rhyme Suggestion</b> Here is a Beehive 5 Little Peas in a Pea Pod Ladybird Ladybird Wiggly Woo</p>	<ol style="list-style-type: none"> <li>Road Safety</li> <li>Topsy and Tim go the Doctor</li> <li>Topsy and Tim meet the Police</li> <li>Topsy and Tim meet the Firefighters</li> <li>Holidays – The Train Ride</li> <li>Holidays – Mr.Gumpy's Motor Car or Outing</li> <li>Transition</li> </ol> <p><b>Rhyme suggestion:</b> Miss Polly Had a Dolly Jack and Jill Row Row Row Your Boat</p>



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<b>Mark Making Outcome</b>	<p>-Introduce Mark Maker characters (Lionel, Ziggy, Archie and Swirlo).</p> <p>-Uses large scale muscle movements to wave flags and streamers, paint and make marks.</p>	<p>-Forming basic patterns (Mark Makers) and chooses a dominant hand for writing.</p> <p>-Begins to use correct pencil grip and uses one handed tools and equipment.</p>	<p>-Can copy some letters e.g., letters from their name.</p> <p>-Uses a correct pencil grip.</p>
<b>Communication, Language</b>	<p>-Sings a large repertoire of songs.</p> <p>-Is developing his/her communication but may still make mistakes with irregular tenses and plurals e.g., 'runned' for ran.</p> <p>-Is developing his/ her pronunciation but may still have problems saying some sounds and multisyllabic words such as pterodactyl. Hippopotamus etc.</p>	<p>-</p> <p>Uses a wider range of vocabulary.</p> <p>-Uses longer sentences of four to six words.</p> <p>-Uses talk to organise himself/herself and his/her play e.g., "Let's go on a bus... you sit there... I'll be the driver".</p>	<p>-Understands a question or an instruction that has two parts such as 'go and get your coat and wait at the door'.</p> <p>-Understands why questions such as 'why did the caterpillar get so fat?'</p> <p>-Can start a conversation with an adult or a friend and continue it for many turns.</p>



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<p><b>Literacy</b></p>	<p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Cover traditional Nursery Rhyme in DEAR time</p> <p>Phase 1 Phonics</p>	<p>Understands that print has meaning, can name the different parts of a book, that print can have different purposes, page sequencing.</p> <p>-Understands that we read English text from left to right and top to bottom.</p> <p>- Is developing his/her phonological awareness so they can spot and suggest rhymes, count and clap syllables in a word.</p> <p>Cover traditional Nursery Rhyme in DEAR time – begin to hear and find rhymes in poems and stories. Begin to match rhyme in pictures.</p> <p>Phase 1 Phonics</p>	<p>Uses some of his/her print and letter knowledge in his/her early writing e.g., writing a pretend shopping list.</p> <p>-Writes some/all their name</p> <p>-Writes some letters accurately.</p> <p>-Recognise words with the same initial sound e.g., mummy and mother.</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (<i>also Maths</i>)</p> <p>Cover traditional Nursery Rhyme in DEAR time – begin to hear and find rhymes in poems and stories. Begin to identify rhyme in games, stories, and poetry.</p> <p>Begin to hear alliteration and initial sounds e.g. in their name and in nouns.</p> <p>Phase 1 and begin Phase 2 Phonics.</p>
<p><b>Maths</b></p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order 1,2,3.</p> <p>Experiment with own symbols/marks include some numerals.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') to between 3 or 5.</p> <p>Experiment with own symbols/marks include some numerals.</p> <p>Fast recognition of up to 5 objects (subitising).</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') to 5 and beyond.</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Experiment with and link numerals and amounts: e.g. showing the right number of objects to match</p>



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	<p>Show finger numbers up to 5.</p> <p>Talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round.' Some awareness of similarities and difference between objects.</p> <p>Understand some position, e.g. "The bag is under the table," - with concrete examples. Move and rotate objects to fit a space e.g. in tray puzzles.</p> <p>Compare 2 objects relating to size and length.</p> <p>Talks about and joins in with simple patterns e.g. on materials, in stories and in movement activities. Begin to use informal language like 'pointy', 'spotty', 'blobs' etc when looking for pattern.</p>	<p>Recite numbers past 5.</p> <p>Talk about and explore 2D and 3D shapes. Attempt to create arches and enclosures when building selecting shapes appropriate to purpose.</p> <p>Make comparisons between 3 objects in relation to size, weight, and length.</p> <p>Understands position, e.g. "The bag is under the table," - with picture cues. Respond to language of position and direction.</p> <p>Begin to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. Use informal language like 'pointy', 'spotty', 'blobs' etc when looking for pattern.</p>	<p>the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5 e.g. number stories 3 bees and one more bee make?</p> <p>Make comparisons between 3 objects in relation to size, weight, capacity, and length.</p> <p>Extend, create, notice, and correct an error in simple linear pattern of two or three objects. Create own spatial patterns showing some organisation or regularity.</p> <p>Understand position through words alone, e.g. "The bag is under the table." Use language of position and direction.</p> <p>Talk about and combine 2 &amp; 3D shapes to make new ones (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. Partition and combine shapes to make new ones.</p>
Physical Development	<p>-Goes up steps and stairs, or climbs apparatus, using alternate feet.</p> <p>-Is continuing to develop movements; balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-Uses large-scale muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>I can:</b></p> <p>-Take my coat off</p>	<p>Use one handed tools and equipment, e.g., making snips in paper with scissors.</p> <p>-Show a preference for a dominant hand.</p> <p>-Is increasingly independent as he/she gets dressed and undressed, e.g., putting his/her coat on and doing up zips.</p> <p><b>I can:</b></p> <p>-Begin to put my coat on independently.</p> <p>-Use a dominant hand for mark making.</p>	<p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>-Uses a comfortable grip with good control when holding pens and pencils.</p> <p>-Chooses the right resources to carry out his/her own plan, e.g., choosing a spade to enlarge a small hole he/she dug with a trowel.</p>



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<p><b>Understanding the World to include Science</b></p> <p><b>History Geography</b></p>	<p>-Science Aut 1 :.Forces – pushes, pulls – play dough, toys, when we construct (on going all year with focus vocabulary each term).</p> <p>Materials – squashing, squeezing, stretching, bending, sorting etc.. construct (on going all year with focus vocabulary each term).</p> <p>Aut 2: Light to explore how things work. Electricity to explores how things work</p> <p>-Is beginning to make sense of his/her own life story and his/her family’s history.</p> <p>-Uses all his/her senses in hands-on exploration of natural materials.</p>	<p>Science Spring 1: Humans – Name body and face parts. Begin to explore 5 senses.</p> <p>Science Spring 2: Animals and their habitats– Name a range common animal and their young. Use play farms and play zoos to sort the different types. Role play vet to learn pet animals and animal care.</p> <p>Is continuing to develop positive attitudes about the differences between people.</p> <p>-Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.</p> <p>-Understands the key features of the life cycle of a plant and an animal. And plants seeds and cares for growing plants.</p>	<p>- Science: Sea animals and their habitats – sort and name by looking at similarities and differences. Floating and sinking (Forces) Plants – growing, naming a few simple flowers, growing food.</p> <p>Shows interest in different occupations.</p> <p>-Talks about what he/she sees, using a wide range of vocabulary. Recall a sequence of events in everyday life and in stories.</p> <p>-Is beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind.' <i>(also maths)</i></p>
<p><b>Personal Social and Emotional Development To include PSED and RE</b></p>	<p>-Becomes more outgoing with unfamiliar people, in the safe context of his/her setting.</p> <p>--Increasingly follows rules, understanding why they are important.</p> <p>-Plays with one or more other children.</p> <p>-Can make healthy choices about food and drink.</p> <p>-Is beginning to understand how others may be feeling.</p> <p>-Talks with others to solve conflicts.</p> <p>-Is increasingly independent in meeting own care needs, e.g., using the toilet, washing, and drying his/her hands.</p> <p>-Selects activities and resources, with help when needed.</p>	<p>As left column plus...</p> <p>Plays with one or more other children, extending and elaborating play ideas.</p> <p>-Can make healthy choices about food, drink, activity and toothbrushing.</p> <p>Is increasingly independent in meeting his/her own care needs, e.g., toothbrushing, toilet, washing hands.</p>	<p>As left column plus...</p> <p>Sun safety</p> <p>Shows more confidence in social situations.</p>
<p><b>Expressive Arts and</b></p>	<p>-Takes part in simple pretend play, using an object to</p>	<p>-Listens with increased attention to sounds.</p>	<p>Begin to develop complex stories using small world</p>



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<b>Design</b>	<p>represent something else even though they are not similar.</p> <p>-Can remember and sing entire songs.</p> <p>-Explores colours and colour mixing.</p> <p>Selects shapes appropriately; flat surfaces for building, see <i>maths</i>, and begins to make enclosures.</p>	<p>Plays instruments with increasing control to express feelings and ideas.</p> <p>Create closed shapes with continuous lines and is beginning to use these shapes to represent objects.</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc" (<i>also maths</i>)</p>	<p>equipment e.g., animals, dolls, and doll houses etc.</p> <p>Explores different materials freely, to develop ideas about how to use them and what to make.</p> <p>Drawing, painting and making collage and 3D representations with increasing complexity and detail, such as representing a face with circle and including details or building a model 'house' from blocks.</p>