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Overarching Themes	Autumn / Winter 		Spring 		Summer Early Learning Goal 	
	All About Me 	Celebrations 	My Place in the World 	Living Things 	Terrific Tales 	Adventures and Environments 
The following are a few general themes we would like to cover throughout the year. However, these may be adapted depending on the children's interest.						
Core Books 	The Rainbow Fish	Room on the Broom Funny bones	Handa's Surprise	Owl babies Jack and the beanstalk	Supertato Little Red Riding Hood	Pirates Love Underpants The Gruffalo
PSED	 Being me in my world - Jigsaw	 Celebrating Differences - Jigsaw	 Dreams and Goals - Jigsaw	 Healthy Me - Jigsaw	 Relationships - Jigsaw	 Changing Me - Jigsaw
PSED Related Texts	<u>Related texts:</u> - Starting School by Janet and Allan Ahlberg. - Going To School by Usborne Books. - Shine by Sarah Asuquo. - Ruby's Worry By Tom Percival	<u>Related texts:</u> - Monkey Puzzle by Julia Donaldson. - Christmas Story/Nativity - Family and ME by Michaela Dias-Hayes	<u>Related texts:</u> - Oh, the Places You'll Go by Dr.Seuss. - Incredible You by Rhys Brisenden.	<u>Related texts:</u> - Somebody Swallowed Stanley by Sarah Roberts. - Oliver's Vegetables by Vivian French.	<u>Related texts:</u> - Sharing a Shell by Julia Donaldson. - The Bad Tempered Ladybird by Eric Carle. - Tadpole's Promise by Jeanne Willis.	<u>Related texts:</u> - The North Star by Peter Reynolds. - The Koala Who Could by Rachel Bright. - The Lion Inside by Rachel Bright.

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	- Ravi's Roar by Tom Percival.	- All are welcome by Alexandra Penfold. - We are family by Patricia Hegarty.	- The Most Magnificent Thing by Ashley Spires. - Giraffes Can't Dance by Giles Andreae. - The Snail and the Whale by Julia Donaldson.	- Oliver's Fruit Salad by Vivian French. - Tiny Seed by Eric Carle. - Who's in the loo by Jeanne Willis. -The tiger who came for tea by Judith Kerr .	- Superworm by Julia Donaldson - Guess How Much I Love You by Sam McBratney	
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Prime Areas

Personal, Social, Emotional Development

<p>Self - Regulation</p>	<p>To show confidence with expressing and talking about a wide range of feelings through interaction with others e.g.- sad, happy, scared, angry, excited.</p> <p>To begin to understand how others might be feeling in different contexts and understand the impact of their choices, actions and behaviours on others.</p> <p>To begin to know how to adapt their behaviour in different social situations.</p> <p>To accept the needs of others and take turns and share resources, sometimes with support.</p> <p>To tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</p> <p>To find ways of being assertive and understand that conflicts can be solved from using their own words.</p>	<p>To express and understand their own feelings and consider the feelings of others.</p> <p>To be able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To be aware of my own feelings, and know that some actions can hurt others' feelings.</p> <p>To start to negotiate and solve problems without aggression</p> <p>To be aware of the boundaries set and of behavioural expectations in the class. Can focus attention in a whole class group for a teaching session.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p>
<p>Managing Self</p>	<p>To show confidence in asking adults for help.</p> <p>To persevere with fastenings on coats and follows instructions to dress and undress.</p> <p>To make independent choices and is confident to try new things.</p>	<p>See themselves as a valuable individual.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>

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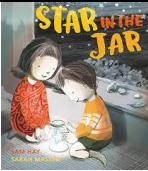

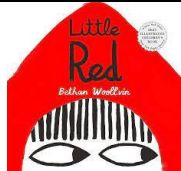
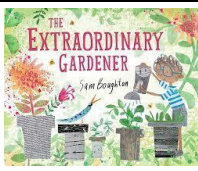
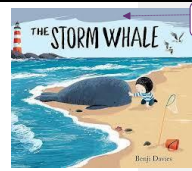

	<p>To know that we follow classroom, rules and expectations.</p> <p>To be confident to access the environment/resources with minimal support and follows the rules as part of the new routine.</p> <p>To be reliably toilet trained and just need some reminders to wash hands.</p> <p>To begin to use a knife and fork at mealtimes.</p> <p>To begin to show resilience in the face of challenge.</p>	<p>Show increasing resilience and perseverance in the face of challenge.</p> <p>Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Seek out and form good relationships with adults and other children, sharing experiences and play ideas.</p> <p>Can play with two or more other children, extending and elaborating play ideas.</p> <p>Begins to find solutions to conflicts and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Is able to identify when another child is upset and respond appropriately.</p>	<p>Develop positive and respectful relationships with peers and familiar adults, using words to solve conflicts.</p> <p>Think about how others feel and respond appropriately.</p> <p>Will take steps to resolve conflicts with other children, sometimes by themselves and sometimes with support.</p> <p>Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Can take turns with others.</p>	<p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>
Communication and Language			
Listening, Attention and understanding	<p>Can listen and pay attention during story time.</p> <p>To remember and join in with rhymes and stories I like.</p> <p>To understand and follow 2 or more part instructions using prepositions.</p> <p>Follow a story with props and pictures.</p> <p>Can contribute relevant comments in discussions.</p> <p>Can understand how to listen carefully and why listening is important.</p>	<p>Understands and ask questions about a book. E.g.- 'who', 'why', 'when', 'where' and 'how'.</p> <p>Listens and responds appropriately to ideas expressed by others in conversation or discussion.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding,</p>

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	To begin to understand why, what and who questions.	Listen to and talk about stories to build familiarity and comment on what is happening. Learn and listen carefully to rhymes, poems and songs, paying attention to how they sound. Can switch attention from one task to another. Listen to and talk about a range of books to develop a deep familiarity with new knowledge and vocabulary. Follow more complex instructions.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Communicates confidently with peers and adults. Uses talks to communicate needs, news, opinions feelings and ideas. To begin to confidently share ideas in small groups. To use vocabulary to express imaginary events in play sometimes building stories around toys and objects. Uses new vocabulary through interactions with adults and peers. Engage in longer conversations with both adults and children Can speak in longer sentences of seven + words. Sing a large repertoire of songs and rhymes with increasing confidence. To be able to talk about familiar stories. To use tense, intonation and rhythm to enhance meaning.	Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences, in small groups and whole class. Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Connect one idea to another using a range of conjunctions. Develop social phrases such as 'Good morning, how are you? Good bye Miss Jones'. To know some past tense verbs (ran, watched, brought, jumped, wrote, drew).	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.
Physical Development			
Gross Motor Skills	Can move freely and with pleasure and confidence in a range of ways (jumping, climbing, running, crawling).	Refine and combine fundamental movement skills they have already acquired with ease and	Negotiate space and obstacles safely, with consideration for themselves and others.


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	<p>Uses large construction to build. To develop confidence to manipulate objects using large muscle movements. To remember simple sequences in time to the music. Can stand momentarily on one foot and hop. Can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Can show increasing control over an object in pushing, patting, throwing, catching or kicking it. To begin to select the appropriate resources to carry out a range of physical tasks i.e. using bat and balls, using utensils in the mud kitchen. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>fluency: rolling, crawling, jumping, running, hopping, skipping, climbing. Develop the overall body strength, co-ordination, balance, and agility. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Progress to a more fluent style of moving, with developing control and grace. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>
Fine Motor Skills	<p>To begin to hold a pencil with a static tripod grip in most cases. To continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently i.e. pencils for drawing and writing, paintbrushes. Draw, representing recognisable objects or shapes. To be able to mould and shape modelling materials with fingers and tools. To begin to show increasing confidence with using scissors i.e. cutting different lines.</p>	<p>To use a knife and fork with increasing confidence. To be able to use creative tools competently and with confidence i.e. paintbrushes, paint stampers/rollers. To be able to hold a pencil with a dynamic tripod grip most of the time. To develop the foundations of a handwriting style which is fast, accurate and efficient. To use scissors to cut along different lines, holding scissors in the correct position.</p>	<p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>

Specific Areas						
Literacy						
						
Festivals/ Celebrations 		Halloween Bonfire Night Remembrance day Diwali Children in Need Christmas	Chinese New Year Valentines Day	Mothers Day Ramadan Holi Easter	St. George's Day	Fathers Day
Please see more detailed Ready Steady Write progression document below						
Comprehension	To tell a story to friends and engage in longer conversations about stories. To be able to talk about the main events in the story and predict what might happen. To retell a story using role play or small world resources, using some story language. To talk about stories with increasing confidence.	To talk about my favourite book and explain why. To re-enact and reinvent stories I have heard and real life events in my play. To have a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. To use new vocabulary and forms of speech that are increasingly influenced by their experiences of reading.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.			

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		<p>To talk about stories and describe main story settings, events, and characters in increasing detail.</p> <p>To predict, infer and make suggestions about a range of stories.</p>	
<p>Word Reading</p> 	<p>To know most set 1 sounds in isolation.</p> <p>To read individual letters by saying the sounds for them.</p> <p>To join in with rhymes and stories.</p> <p>To orally blend simple words demonstrating my knowledge of sounds.</p> <p>To blend and read simple CVC words.</p>	<p>To recognise most set 2 sounds in isolation, including frequently used digraphs.</p> <p>To read simple phrases and sentences.</p> <p>To know and apply some digraphs when reading.</p> <p>To orally blend sounds into words, so that they can read short words made up of known letter/sound correspondences.</p> <p>To read a few common exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
RWI phonics programme followed			
<p>Writing</p>	<p>To identify sounds in words.</p> <p>To segment and spell some cvc words.</p> <p>To say a simple sentence for writing (oral and count words).</p> <p>To write some lower case letters accurately.</p> <p>To use an uppercase letter for the start of my name.</p> <p>To use some identifiable letters to communicate meaning and uses them to write captions and labels.</p> <p>To write their name with increasing confidence.</p>	<p>To orally rehearse sentences and then read back my writing.</p> <p>To use my phonics knowledge to write things such as labels and captions.</p> <p>To spell words using set 1 and 2 sounds.</p> <p>To write some phrases that are phonetically plausible with increasing independence (may need some support to keep going).</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To write some tricky words.</p> <p>To form most lower-case and capital letters correctly.</p> <p>To begin to use finger spaces to separate words.</p> <p>To begin to write short sentences using capital letters and full stops.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

Maths			
	Please see more detailed Power Maths progression document below		
Number	<p>To subitise numbers to 5. To recite numbers to 15. To recognise numbers to 5. To represent numbers to 5 on fingers, on a tens frame and with objects. To understand composition of numbers to 5, showing some automatic recall of number facts. Show accuracy when counting a group of up to 5 objects.</p>	<p>To begin to subitise to 10. To recite numbers to 20. To recognise numbers to 10. To represent numbers to 10 on fingers, tens frame and with objects. To explore the composition of numbers to 10, showing some automatic recall of number facts. To count objects, actions, and sounds. To link the number symbol (numeral) with its cardinal number value. To begin to recall number bonds up to 5 and some to 10 with support if needed. To count an irregular arrangement of up to ten objects. To estimate how many objects I can see and check by counting them. To understand there are different ways to make numbers up to 10.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
Numerical Patterns	<p>To recite numbers to 15 confidently. To count back from 10. To compare groups of objects up to 5. To compare quantities of non-identical objects. To understand the term equal when comparing two groups of objects.</p>	<p>To recite numbers to 20 and back from 20 with a little support. To count on from a given number to 20. To compare groups of objects up to 10. To use the language of 'more' and 'fewer' to compare two sets of objects.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

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	<p>To demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects. . To find one more and one less.</p>	<p>To show some understanding of doubling and halving in familiar contexts. To find the total number of items in two groups by counting all of them and starting to use 'counting on'. To say the number one more/less than a given number 1 - 10. To explore sharing into equal groups in practical contexts, commenting on what they notice.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape, Space and Measure	<p>To begin to use comparative language like taller, shorter, the same, longer, heavier, lighter, full, empty and compare items according to this criteria. To start to identify shapes in the environment – circles, triangles and 4 sided shapes. To understand yesterday, today, tomorrow. To recite days of the week. To recognise and talk about simple patterns. To sort according to simple properties. To name 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round). Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>To experiment with length, height, weight, capacity and use my findings to order and group items. To identify money and start to use money in my play. To compare length, height, weight and capacity. To use the language of direction when programming toys. To demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind ("The bag is under the table"). To continue and create simple AB, ABC pattern.</p>	<p>NO ELG To use everyday language to discuss length, size, height, weight, time, position and capacity, and make simple observations. To understand and begin to use correct mathematical language to describe 2D and 3D shapes(e.g. sides, edges, faces, flat/curved) with support. To know some 2D and 3D shapes. Create, copy and continue a simple pattern. To select, rotate and manipulate shapes in order to develop spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. To recall routines and start to relate them to the time on the clock.</p>
Expressive Arts and Design			
Creating with Materials	<p>Understand that materials can be different and be used for different effects. Choose the right resources to carry out their own plan. To explore colour and colour mixing.</p>	<p>To begin to understand shade and contrast in colour. To know how to create different colours. Draw with increasing complexity and detail such as representing a face with a circle and including details.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>

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	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings. To use one-handed tools and equipment for example, making snips in paper with scissors. Create collaboratively, sharing ideas, resources and skills.</p>	<p>To use a comfortable grip when using a range of small tools e.g. – pens, pencils, paintbrushes, scissors. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To work together and independently to create a piece of art.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing simple songs and rhymes in a group. To explore and engage in music making and dance. Talk about stories and begin to invent my own during play. Enjoy listening to stories and acting them out as a class.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. To perform a song or dance as a solo or in groups. To be able to join in or lead a nursery rhyme or song of my choice.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
DT	<p>Christmas Tree Class Garlands</p>  <p>Vocab: sequins, felt, cotton, wool, glitter, shiny, soft, rough, smooth, hard, glue, stick, Velcro, pipe, cleaner, ribbon, thread, beads</p>	<p>Biscuit Decorating</p>  <p>Vocab: plan, explain, imagination, ingredients, measure, chef, test</p>	<p>Making Dwellings - Three Little Pigs</p>  <p>vocab: hard, soft, rough, smooth, damp, slippery, bendy, big, small, tall, short, wide, thin, broad, sticks, bricks, straw, human-made, natural</p>

Understanding of the World			
The Natural World	<p>To explore the natural world around them.</p> <p>To describe what they see, hear and feel in Autumn/Winter.</p> <p>To recognise some environments that are different to the one in which they live.</p> <p>To understand the effect of changing seasons on the natural world around them.</p> <p>To begin to explore and name a range of materials.</p> <p>To name parts of my body (eye lashes, eye brows, nose, mouth, eyes, ears, teeth, tongue etc).</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant/bean/seed of an animal- chicken.</p> <p>To understand the need to care and respect for the natural world and living things.</p> <p>To describe what they see, hear and feel in Spring and begin to make comparisons.</p> <p>To recognise some environments that are different to the one in which they live.</p> <p>To observe and talk about their immediate environment with increasing confidence.</p> <p>To name and identify a range of animals and their habitats.</p> <p>To name some appropriate clothing to wear in the Spring.</p> <p>To begin to</p> <p>To name a range of fruits and vegetables.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (To describe what they see, hear and feel in Summer)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
People, Culture and Communities	<p>Begin to make sense of their own life story and family history.</p> <p>To name and describe people who are familiar to them.</p> <p>To understand that some places are special to members of their community.</p>	<p>To talk about different jobs and discuss how they help us.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To talk about members of my community.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural</p>

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	<p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know a range of vocabulary to label visible features of the area around them (House, street, school, road, traffic lights).</p> <p>To talk about how the weather changes from Autumn to Winter.</p> <p>To describe some features of our local area.</p>	<p>To begin to make comparisons between different celebrations, places that are special and beliefs.</p> <p>To talk about how the weather changes from Winter to Spring.</p> <p>To understand that families can be different to their own.</p> <p>To draw information from a simple map.</p> <p>To name a type of transport and understand how we use this transport to get to other places in the world.</p>	<p>communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.</p>		
Past and Present	<p>To know that times of the day go in order and repeat everyday (morning before lunch).</p> <p>To comment on images of familiar situations in the past.</p> <p>To describe some changes that happen to our bodies as we get older.</p> <p>To understand some differences between past and present and is building up knowledge of key historical events through stories and community events, e.g. Bonfire Night, Remembrance Day, Christmas, Halloween.</p> <p>To talk about some of the special days people in our community celebrate and know that these special days can repeat annually for everybody (Christmas in Winter) or individually (birthdays).</p>	<p>To know that times of the day go in order and repeat everyday (morning before lunch).</p> <p>To talk about some of the special days people in our community celebrate and know that these special days can repeat annually for everybody (Christmas in Winter) or individually (birthdays).</p> <p>To identify baby animals and talk about their changes.</p> <p>Compare and contrast characters from stories, including important figures from the past.</p> <p>To understand some differences between past and present and is building up knowledge of key historical events through stories and community events, e.g. Easter, St. George's Day.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
Trips and visits potential ideas	<p>Understanding the World Local Area Walk</p>	<p>Literacy Irlam Library</p>	<p>Understanding the world Chicks, Frogs, caterpillars</p>	<p>Literacy Irlam Library – Library</p> <p>Understanding the world</p>	<p>Understanding the world Sea life centre</p>

		<p>Understanding the World Trip to a farm/stable (Linked to Nativity/Christmas celebrations)</p>	<p>Understanding the world Trip to Irlam Fire station</p> <p>Understanding the world Trip to the Chinese Restaurant</p> <p>Understanding the world Trip to the airport</p>	<p>Understanding the world Chester Zoo</p> <p>Understanding the world Grow outdoors</p> <p>Understanding the world Visiting the church</p>	<p>Trip to Dunham Massey</p> <p>Expressive Arts and Design Trip to the theatre</p>	<p>Understanding the world Trip to the beach</p>
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Autumn Term

Autumn/Winter



All About Me



Celebrations



Personal, Social and Emotional Development		
	Knowledge and skills:	Potential learning opportunities
Self – Regulation	<ul style="list-style-type: none"> To show confidence with expressing and talking about a wide range of feelings through interaction with others e.g.- sad, happy, scared, angry, excited. To begin to understand how others might be feeling in different contexts and understand the impact of their choices, actions and behaviours on others. To begin to know how to adapt their behaviour in different social situations. To accept the needs of others and take turns and share resources, sometimes with support. To tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. To find ways of being assertive and understand that conflicts can be solved from using their own words. 	<ul style="list-style-type: none"> Four point scale – emotions (the Zones of Regulation). Golden Rules and behaviour systems. Explore feelings through stories and opportunities to share and talk about their own feelings Positive reinforcement (Reception: stickers, mathematician/writer/super star lanyards, certificates, star of the day). Reinforce the need to look after our environment: Choose it, use it, put it away. SALT interventions. Morning jobs – turn taking and sharing games. Consistently establishing the expected behaviour. Interventions to help reduce conflict and help children to resolve their own problems. Labelling emotions in the environment. Labelling provision areas so children become confident and familiar within each of them. Reinforcing both indoor/outdoor rules. Jigsaw PSHE scheme of work activities and texts.
Managing Self	<ul style="list-style-type: none"> To show confidence in asking adults for help. To persevere with fastenings on coats and follows instructions to dress and undress. To make independent choices and is confident to try new things. To know that we follow classroom, rules and expectations. To be confident to access the environment/resources with minimal support and follows the rules as part of the new routine. To be reliably toilet trained and just need some reminders to wash hands. 	<ul style="list-style-type: none"> Embedding expectations, rules and routines (lining up, assemblies). Toileting/hand washing/putting on and zipping up coat. Getting changed for PE/Outdoor learning. Personal safety: NSPCC: Pantasaurus highlighted throughout. Perseverance, resilience and independence developed through challenges set by adults. Understanding right and wrong: exploring this theme through stories. Staying healthy: PE, physical activity, healthy eating, oral hygiene. Model independence, resilience, and perseverance in the face of challenge. Reinforce the need to stay healthy: sun safety, being a safe pedestrian. Jigsaw PSHE scheme of work activities and texts. Develop self-care routines including wearing/choosing appropriate clothes in different weather.

Building Relationships	<ul style="list-style-type: none"> • Seek out and form good relationships with adults and other children, sharing experiences and play ideas. • Can play with two or more other children, extending and elaborating play ideas. • Begins to find solutions to conflicts and looks to a supportive adult for help in resolving conflict with peers. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Is able to identify when another child is upset and respond appropriately. 	<ul style="list-style-type: none"> • Jigsaw – Relationships (learning to be kind, make new friends). • Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. • Forming positive relationships with new adults. • Teachers to encourage reception to help nursery with certain tasks. • Developing particular friendships. • Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed. • Showing sensitivity to others. • Teachers modelling how to make positive relationships. • Circle times. Allowing opportunities for children to share information about themselves. Talking about family. • Modelling how to play games/jigsaws fairly as a group. • Jigsaw PSHE scheme of work activities and texts. • Enhancements linked to all about me topic.
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Communication and Language

	Knowledge and skills:	Potential learning opportunities
-Listening, Attention and Understanding	<ul style="list-style-type: none"> • Can listen and pay attention during story time. • To remember and join in with rhymes and stories I like. • To understand and follow 2 or more part instructions using prepositions. • Follow a story with props and pictures. • Can contribute relevant comments in discussions. • Can understand how to listen carefully and why listening is important. • To begin to understand why, what and who questions. 	<ul style="list-style-type: none"> • Wellcomm interventions throughout the year. • SALT support for identified children. • Engagement in core stories, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Beginning to recreate and retell their own stories through story scribing. • Invite visitors into school, which will develop listening, and attention skills. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Encouraging children to listen carefully through playing rhymes, poems and songs. • Core texts and rhymes; The Rainbow Fish, Room on the Broom, Funny Bones.

-Speaking	<ul style="list-style-type: none"> • Communicates confidently with peers and adults. • Uses talk to communicate needs, news, opinions feelings and ideas with • To begin to confidently share ideas in small groups. • To use vocabulary to express imaginary events in play sometimes building stories around toys and objects. • Uses new vocabulary through interactions with adults and peers. • Engage in longer conversations with both adults and children • Can speak in longer sentences of seven + words. • Sing a large repertoire of songs and rhymes with increasing confidence. • To be able to talk about familiar stories. • To use tense, intonation and rhythm to enhance meaning. 	<ul style="list-style-type: none"> • Language rich environment linked to current learning. • Engagement in stories, non-fiction, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. • Using core stories to develop and extend vocabulary of each individual child. • Modelling correct sentence structures back to children. For example, "Me is hungry". "I am hungry". • Beginning to recreate and retell their own stories through story scribing. • Providing real and meaningful experiences encourage children to talk and question. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Morning P4C Question of the Day and Book of the Day. • Morning jobs involve the children speaking and working cooperatively together. • Developing high quality conversations outdoors as well as indoors. • Encouraging children to talk about themselves and their family. • SALT interventions for identified children. • Weekly Charanga sessions.
Physical Development		
	Knowledge and skills:	Potential learning opportunities
Gross Motor Skills	<ul style="list-style-type: none"> • Can move freely and with pleasure and confidence in a range of ways (jumping, climbing, running, crawling). • Uses large construction to build. • To develop confidence to manipulate objects using large muscle movements. • To remember simple sequences in time to the music. • Can stand momentarily on one foot and hop. • Can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 	<ul style="list-style-type: none"> • <u>Resources are available throughout the year to support the development of Gross Motor Skills.</u> • Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags. • Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc. • Music in the playground twice a week – dancing, Divalli Dancing • Nativity production dances • Wheely Wednesdays – bikes and scooters on the playground every Wednesday.

	<ul style="list-style-type: none"> • Can show increasing control over an object in pushing, patting, throwing, catching or kicking it. • To begin to select the appropriate resources to carry out a range of physical tasks i.e. using bat and balls, using utensils in the mud kitchen. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> • lining up and queuing • mealtimes 	<ul style="list-style-type: none"> • Adults to enhance/provide resources to support gross motor development e.g- painting large scale. • Large outdoor painting – fireworks. • Reinforce routines of getting ready for the PE coaches. • Lining up and queuing up for lunch daily. <p>PE UNITS</p> <ul style="list-style-type: none"> -Gymnastics 2 (balance and rolls) -Intro to racket skills
Fine Motor Skills	<ul style="list-style-type: none"> • To begin to hold a pencil with a static tripod grip in most cases. • To continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently i.e. pencils for drawing and writing, paintbrushes. • Draw, representing recognisable objects or shapes. • To be able to mould and shape modelling materials with fingers and tools. • To begin to show increasing confidence with using scissors i.e. cutting different lines. 	<ul style="list-style-type: none"> • Resources available throughout the year to support the development of Fine Motor Skills. • Pencils, paintbrushes, scissors, cutlery, hole punch. • Adults to enhance/ provide resources to support fine motor development e.g- tweezers and pom poms, threading etc. • Letter formation/handwriting • Children encouraged to use a dominant hand. • Fine motor station. • Provide opportunities for children to hold a pencil/pen (writing area). • Encourage children to start using cutlery to cut up their own food. • Teachers show children how to hold a pencil using a tripod grip (modelling writing). • Using different tools whilst making Christmas/Diwali/Bonfire night/Halloween/Remembrance Day crafts
Literacy		
	Knowledge and skills:	Potential learning opportunities
Comprehension	<ul style="list-style-type: none"> • To tell a story to friends and engage in longer conversations about stories. • To be able to talk about the main events in the story and predict what might happen. • To retell a story using role play or small world resources, using some story language. • To talk about stories with increasing confidence. 	<ul style="list-style-type: none"> • Read and share Core Stories. • Read and share stories about families. • Share non-fiction stories about Autumn/Winter. • Home comprehension cards. • Story scribing. • Story friends – Ready Steady Write. • Biscuit the Bear adventure journal. • Daily story time. • Bed Time Story Evening. • Story props linked to key texts.

		<ul style="list-style-type: none"> • Question of the day – P4C. • Book to share.
Word Reading	<ul style="list-style-type: none"> • To know most set 1 sounds in isolation. • To read individual letters by saying the sounds for them. • To join in with rhymes and stories. • To orally blend simple words demonstrating my knowledge of sounds. • To blend and read simple CVC words. 	<ul style="list-style-type: none"> • RWI ability book. • RWI scheme. • Daily sound session – set 1. • Blend and segment simple words. • Language rich environment. • Story scribing. • Pinny time. • Magnetic letter boards. • Fred Talk. • Question of the day – name recognition.
Writing	<ul style="list-style-type: none"> • To identify sounds in words. • To segment and spell some cvc words. • To say a simple sentence for writing (oral and count words). • To write some lower case letters accurately. • To use an uppercase letter for the start of my name. • To use some identifiable letters to communicate meaning and uses them to write captions and labels. • To write their name with increasing confidence. 	<ul style="list-style-type: none"> • Story scribing. • Daily RWI sound session. • Ready Steady Write. • Writing resources in the provision to support mark making and writing development – pens, pencils, crayons, highlighters etc. • Morning Job – writing focus. • Writing and labelling opportunities linked to all about me and celebration themes. • Outdoor mark making resources.
Maths		
	Knowledge and skills:	Potential learning opportunities
Number	<ul style="list-style-type: none"> • To subitise numbers to 5. • To recite numbers to 5. • To recognise numbers to 5. • To represent numbers to 5 on fingers, on a tens frame and with objects. • To understand composition of numbers to 5, showing some automatic recall of number facts. • Show accuracy when counting a group of up to 5 objects. 	<ul style="list-style-type: none"> • Power Maths daily sessions. • Maths area (games, maths resources available for children to access in the provision) • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Maths through Morning Jobs (daily) • Maths books • Counting songs • Core Rhymes (five little speckled frogs). • Outdoor maths area. • Classroom number line. • Introduce and write numbers 1-5. • Counting objects 1:1 correspondence.

Numerical Patterns	<ul style="list-style-type: none"> To recite numbers to 15 confidently. To count back from 10. To compare groups of objects up to 5. To compare quantities of non-identical objects. To understand the term equal when comparing two groups of objects. To demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects. . To find one more and one less. 	<ul style="list-style-type: none"> Ordering numbers on a number line. Outdoor maths area. Classroom number line. Counting songs. Maths area (games, maths resources available for children to access in the provision) Maths symbols in the environment. Maths tough trays. Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) Core Rhymes (five little speckled frogs).
Shape, Space and Measure	<ul style="list-style-type: none"> To begin to use comparative language like taller, shorter, the same, longer, heavier, lighter, full, empty and compare items according to this criteria. To start to identify shapes in the environment – circles, triangles and 4 sided shapes. To understand yesterday, today, tomorrow. To recite days of the week. To recognise and talk about simple patterns. To sort according to simple properties. To name 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round). Select, rotate, and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Create repeating patterns with natural materials. Shapes in the environment. Shape walks. Ordering children’s height. Scales in the maths area so children can explore heavier, lighter and equal. Water area – exploring capacity, measurement and volume. Daily ‘Day of week’ chart. Construction – building with 3D shapes. Using shapes to create pictures of ourselves, firework displays etc. Playdough ingredients – measuring. Outdoor maths area. Maths area (games, maths resources available for children to access in the provision).
Expressive Arts and Design		
	Knowledge and skills:	Potential learning opportunities
Creating with Materials	<p>Understand that materials can be different and be used for different effects. Choose the right resources to carry out their own plan. To explore colour and colour mixing. To explore, use and refine a variety of artistic effects to express their ideas and feelings. To use one-handed tools and equipment for example, making snips in paper with scissors.</p>	<ul style="list-style-type: none"> Malleable materials, e.g. Playdough Station, Self-serve paint area, Transient Art, natural/real life objects to create/build/model with, small and large scale construction, Junk modelling. Modelling -Creating stable structures using different materials. Patterns and Printing -Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves). Diwali - Create own artefacts (tea light holders, Mehndi patterns).

	<p>Create collaboratively, sharing ideas, resources and skills. Talk about stories and begin to invent my own during play. Enjoy listening to stories and acting them out as a class.</p>	<ul style="list-style-type: none"> taste Indian food) Halloween -Create own Halloween decorations/cards. Remembrance Day:-create our own poppies with variety of media. Christmas -Creating Christmas artefacts (cards, calendars, presents, decorations). -Christmas cookies. Bonfire Night Firework pictures - Colour Mixing. Children will explore colour through paint by using and mixing primary and secondary colours. Autumn pictures – making a collage with natural materials. DT – Making Christmas Garlands.
Being Imaginative and Expressive	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing simple songs and rhymes in a group. To explore and engage in music making and dance. Talk about stories and begin to invent my own during play. Enjoy listening to stories and acting them out as a class.</p>	<ul style="list-style-type: none"> Story Scribing. Christmas -Children to take part in Christmas Show. Making Christmas cards and decorations. Self-portrait – using different medias. Outdoor music boom box. Charanga music sessions. Children learn and sing new songs as well as well-known nursery rhymes and songs. Outdoor Music station for children to explore sound as well as song bags inside for children to engage in music/singing. Adults play alongside to model and enhance role play. Domestic/home corner role play is developed. Role-play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor’s role-play. Adults will observe, play and enhance where appropriate. DT challenges.
Understanding of the World		
	Knowledge and skills:	Potential learning opportunities
The Natural World	<ul style="list-style-type: none"> To explore the natural world around them. To describe what they see, hear and feel in Autumn/Winter. To recognise some environments that are different to the one on which they live. To understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Daily weather chart. Scientific resources in the environment – magnifying glasses, mirrors, magnets etc. Outdoor Autumn/Winter walks – using senses. Exploring a range of festivals and celebrations e,g – Halloween, Bonfire Night, Christmas. Autumn/Winter sensory tough trays.

		<ul style="list-style-type: none"> • Season tree in the provision. • Small world area – resources to support children in making different environments e.g. – farm, polar, zoo, ocean etc.
People, Culture and Communities	<ul style="list-style-type: none"> • To talk about members of my immediate family. • To name and describe people who are familiar to them. • To understand that some places are special to members of their community. • To recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Family tree display and pictures from home. • Encouraging parents to share pictures via Seesaw. • Sharing pictures of staff relatives throughout their lives. • People who help us figures in the small world area. • Celebrations – bonfire night (firefighters, police officers). • Diwali, Halloween, Christmas, Bonfire Night. • The Nativity. • Local walk – observing local places of worship.
Past and Present	<ul style="list-style-type: none"> • To comment on images of familiar situations in the past. • To understand some differences between past and present and is building up knowledge of key historical events through stories and community events, e.g. Bonfire Night, Remembrance Day, Christmas, Halloween. • To know that times of the day go in order and repeat everyday (morning before lunch). • To talk about some of the special days people in our community celebrate and know that these special days can repeat annually for everybody (Christmas in Winter) or individually (birthdays). 	<ul style="list-style-type: none"> • Family tree display. • Class discussions on events from the past – Remembrance Day, Christmas, Bonfire Night, Halloween. • Visual timetable – using language such as first, next, after, finally. • The Nativity. • Showing pictures of homes, schools and transport. • Looking at school life in the past compared to now. • Looking at ways of communicating now compared to in the past. • Using chronology to order events. • Looking at transport now compared to in the past. • Photos from the past in the provision to allow to explore and order chronologically.
Computing		
	<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p> <ul style="list-style-type: none"> -BeeBots -Remote controls -Laptops available in the computing area whereby children can play maths/phonics games -iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc. -Interactive whiteboard for children to draw, play games etc. -Pretend laptop, phones, microwave in the home corner. 	

Spring Term

Spring/Summer



My place in the World



Living Things



Personal, Social and Emotional Development

Knowledge and skills:

Potential learning opportunities

<p>Self – Regulation</p>	<p>To express and understand their own feelings and consider the feelings of others.</p> <p>To be able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To be aware of my own feelings, and know that some actions can hurt others' feelings.</p> <p>To start to negotiate and solve problems without aggression</p> <p>To be aware of the boundaries set and of behavioural expectations in the class.</p> <p>Can focus attention in a whole class group for a teaching session.</p>	<ul style="list-style-type: none"> • Year 6 learning buddies • Looking after baby animals (chicks) • Hot seating (Jack and the Beanstalk) How did you feel? Etc. • Four point scale – emotions (the Zones of Regulation). • Golden Rules and behaviour systems. • Explore feelings through stories and opportunities to share and talk about their own feelings • Think Equal scheme • Positive reinforcement (Reception: stickers, mathematician/writer/super star lanyards, certificates, star of the day). • Reinforce the need to look after our environment: Choose it, use it, put it away. • SALT interventions. • Morning jobs – turn taking and sharing games. • Consistently establishing the expected behaviour. • Interventions to help reduce conflict and help children to resolve their own problems. • Labelling emotions in the environment. • Labelling provision areas so children become confident and familiar within each of them. • Reinforcing both indoor/outdoor rules. • Jigsaw PSHE scheme of work activities and texts.
<p>Managing Self</p>	<p>See themselves as a valuable individual.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.</p> <p>Show increasing resilience and perseverance in the face of challenge.</p> <p>Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<ul style="list-style-type: none"> • Talk about how we look after our environment. • Encouraging children to choose healthy snack choices from the snack station. • Think Equal scheme • Talk about plants that grow to provide food and drink. • Embedding expectations, rules and routines (lining up, assemblies). • Toileting/hand washing/putting on and zipping up coat. • Getting changed for PE/Outdoor learning. • Personal safety: NSPCC: Pantasaurus highlighted throughout. • Perseverance, resilience and independence developed through challenges set by adults. • Understanding right and wrong: exploring this theme through stories. • Staying healthy: PE, physical activity, healthy eating, oral hygiene.

		<ul style="list-style-type: none"> • Model independence, resilience, and perseverance in the face of challenge. • Reinforce the need to stay healthy: sun safety, being a safe pedestrian. • Jigsaw PSHE scheme of work activities and texts. • Develop self-care routines including wearing/choosing appropriate clothes in different weather.
Building Relationships	<p>Develop positive and respectful relationships with peers and familiar adults, using words to solve conflicts.</p> <p>Think about how others feel and respond appropriately.</p> <p>Will take steps to resolve conflicts with other children, sometimes by themselves and sometimes with support.</p> <p>Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Can take turns with others.</p>	<ul style="list-style-type: none"> • Year 6 Buddies • Think Equal Scheme • Work together to make a nest for the Owl Babies (core story). • Talk about how Jack's (Jack and the Beanstalk) actions affect the giant and visa versa. What could he have done differently? • Talk about differences and where people live in the world (Handa's Surprise) • Jigsaw – Relationships (learning to be kind, make new friends). • Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. • Forming positive relationships with new adults. • Teachers to encourage reception to help nursery with certain tasks. • Developing particular friendships. • Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed. • Showing sensitivity to others. • Teachers modelling how to make positive relationships. • Circle times. Allowing opportunities for children to share information about themselves. Talking about family. • Modelling how to play games/jigsaws fairly as a group. • Jigsaw PSHE scheme of work activities and texts. • Enhancements linked to all about me topic.
Communication and Language		
	Knowledge and skills:	Potential learning opportunities
	<p>Understands and ask questions about a book. E.g.- 'who', 'why', 'when', 'where' and 'how'.</p> <p>Listens and responds appropriately to ideas expressed by others in conversation or discussion.</p>	<ul style="list-style-type: none"> • Outdoor seasons walk and follow up discussion. • Wellcomm interventions throughout the year. • SALT support for identified children throughout the year. • Engagement in rhymes, singing, poems, etc.

<p>-Listening, Attention and Understanding</p>	<p>Listen to and talk about stories to build familiarity and comment on what is happening. Learn and listen carefully to rhymes, poems and songs, paying attention to how they sound. Can switch attention from one task to another. Listen to and talk about a range of books to develop a deep familiarity with new knowledge and vocabulary. Follow more complex instructions.</p>	<ul style="list-style-type: none"> • Blank Level Questions: questioning specific to the needs of individual children. • Using story props to retell familiar stories. • Continue to recreate and retell their own stories through story scribing. • Invite visitors into school, which will develop listening, and attention skills. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Encouraging children to listen carefully through playing rhymes, poems and songs. • Core texts and rhymes; Handa’s Surprise, Owl Babies, Jack and the Beanstalk.
<p>-Speaking</p>	<p>Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences, in small groups and whole class. Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Connect one idea to another using a range of conjunctions. Develop social phrases such as ‘Good morning, how are you? Good bye Miss Jones’. To know some past tense verbs (ran, watched, brought, jumped, wrote, drew).</p>	<ul style="list-style-type: none"> • Language rich environment linked to current learning. • Talking about the life cycle of a chicken, butterfly. • Role play ideas (castle, owls nest, fruit shop). • Year 6 buddies. • Retelling trips/visits – chicks, grow outdoors etc. • Engagement in stories, non-fiction, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. • Using core stories to develop and extend vocabulary of each individual child. • Modelling correct sentence structures back to children. For example, “Me is hungry”. “I am hungry”. • Beginning to recreate and retell their own stories through story scribing. • Providing real and meaningful experiences encourage children to talk and question. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Morning P4C Question of the Day and Book of the Day. • Morning jobs involve the children speaking and working cooperatively together.

		<ul style="list-style-type: none"> • Developing high quality conversations outdoors as well as indoors. • Encouraging children to talk about themselves and their family. • SALT interventions for identified children. • Weekly Charanga sessions.
Physical Development		
	Knowledge and skills:	Potential learning opportunities
Gross Motor Skills	<p>Refine and combine fundamental movement skills they have already acquired with ease and fluency: rolling, crawling, jumping, running, hopping, skipping, climbing.</p> <p>Develop the overall body strength, co-ordination, balance, and agility. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Progress to a more fluent style of moving, with developing control and grace.</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p><u>Resources are available throughout the year to support the development of Gross Motor Skills.</u></p> <p>Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags.</p> <p>Painting to music – spring edition</p> <p>Using signs of Spring to create collages</p> <p>Make an obstacle course to the giant’s castle.</p> <p>Making an owl’s nest with a different resources (Duplo, Lego, Interstar).</p> <p>Fruit printing – linked to Hands’a surprise.</p> <p>Make shadow puppets for stories.</p> <p>Planting seeds. Using trowels, watering cans, pots etc.</p> <p>Make a castle using deconstructive role play.</p> <p>Retelling stories through movement.</p> <p>Water painting outdoors.</p> <p>Build and develop a bug hotel.</p> <p>Holi festival – powder paint art.</p> <p>Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc.</p> <p>Music in the playground twice a week – dancing, Divalli Dancing</p> <p>Nativity production dances</p> <p>Wheely Wednesdays – bikes and scooters on the playground every Wednesday.</p> <p>Adults to enhance/provide resources to support gross motor development e.g- painting large scale.</p> <p>Large outdoor painting – fireworks.</p> <p>Reinforce routines of getting ready for the PE coaches.</p> <p>Lining up and queueing up for lunch daily.</p> <p style="text-align: center;">PE UNITS</p> <p style="text-align: center;">-Intro to games 1</p> <p style="text-align: center;">-Movement to Music</p>

<p>Fine Motor Skills</p>	<p>To use a knife and fork with increasing confidence. To be able to use creative tools competently and with confidence i.e. paintbrushes, paint stampers/rollers. To be able to hold a pencil with a dynamic tripod grip most of the time. To develop the foundations of a handwriting style which is fast, accurate and efficient. To use scissors to cut along different lines, holding scissors in the correct position.</p>	<p>Resources available throughout the year to support the development of Fine Motor Skills. Pencils, paintbrushes, scissors, cutlery, hole punch. Morning Jobs – cutting activities Make an owl. Making an owl’s nest with a different resources (Duplo, Lego, Interstar). Sketching plants in the environment. Outdoor clipboard. Tweezer activities involving seeds, peas, lentils etc. Lifecycle pictures. Mother’s day cards/ Easter cards/ valentine’s Day. Build and develop a bug hotel. Adults to enhance/ provide resources to support fine motor development e.g.- tweezers and pom poms, threading etc. Letter formation/handwriting Children encouraged to use a dominant hand. Fine motor station. Provide opportunities for children to hold a pencil/pen (writing area). Encourage children to start using cutlery to cut up their own food. Teachers show children how to hold a pencil using a tripod grip (modelling writing). Using different tools whilst making Christmas crafts</p>
<p>Literacy</p>		
	<p>Knowledge and skills:</p>	<p>Potential learning opportunities</p>
<p>Comprehension</p>	<p>To talk about my favourite book and explain why. To re-enact and reinvent stories I have heard and real life events in my play. To have a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. To use new vocabulary and forms of speech that are increasingly influenced by their experiences of reading. To talk about stories and describe main story settings, events, and characters in increasing detail. To predict, infer and make suggestions about a range of stories.</p>	<p>Puppets to support retelling of core stories. Hot seating – Owlets (Owl Babies), Jack/Giant (Jack and the Beanstalk) Read and share Core Stories (Handa’s Surprise, Jack and the Beanstalk, Owl Babies). Books about chicks/butterflies (living things) in the provision. Talk to year 6 buddies about their favourite stories. Read and share stories about families. Share non-fiction stories about Autumn/Winter. Home comprehension cards. Story scribing. Story friends – Ready Steady Write. Biscuit the Bear adventure journal. Daily story time. Bed Time Story Evening. Story props linked to key texts.</p>

		Question of the day – P4C. Book to share.
Word Reading	To recognise most set 2 sounds in isolation, including frequently used digraphs. To read simple phrases and sentences. To know and apply some digraphs when reading. To orally blend sounds into words, so that they can read short words made up of known letter/sound correspondences. To read a few common exception words.	Following instructions to plant a seed Continue with RWI programme. Bed Time Story Evening. Parents to watch a Phonics demonstration. Story enhancements in the provision e.g. – CVC words linked to core stories) RWI ability book. RWI scheme. Daily sound session – set 1. Blend and segment simple words. Language rich environment. Story scribing. Pinny time. Magnetic letter boards. Fred Talk. Question of the day – name recognition.
Writing	To identify sounds in words. To segment and spell some cvc words. To say a simple sentence for writing (oral and count words). To write some lower case letters accurately. To use an uppercase letter for the start of my name. To use some identifiable letters to communicate meaning and uses them to write captions and labels. To write their name with increasing confidence.	Write instructions on how to plant a seed Make a booklet/list about the chicks/butterflies. Make a wanted poster for the Giant/Jack. Write a postcard to Handa. Write a letter to Jack’s mum (Jack in the Beanstalk). Write Mother’s Day/ Easter/ Valentine’s Day cards. Story scribing. Daily RWI sound session. Ready Steady Write. Writing resources in the provision to support mark making and writing development – pens, pencils, crayons, highlighters etc. Morning Job – writing focus. Writing and labelling opportunities linked to all about me and celebration themes. Outdoor mark making resources.
Maths		
	Knowledge and skills:	Potential learning opportunities
Number	To begin to subitise to 10. To recite numbers to 10. To recognise numbers to 10.	<ul style="list-style-type: none"> • Power Maths daily sessions. • Rapid recall everyday (number recognition, subitising)

	<p>To represent numbers to 10 on fingers, tens frame and with objects.</p> <p>To explore the composition of numbers to 10, showing some automatic recall of number facts.</p> <p>To count objects, actions, and sounds.</p> <p>To link the number symbol (numeral) with its cardinal number value.</p> <p>To begin to recall number bonds up to 5 and some to 10 with support if needed.</p> <p>To count an irregular arrangement of up to ten objects.</p> <p>To estimate how many objects I can see and check by counting them.</p> <p>To understand there are different ways to make numbers up to 10.</p>	<ul style="list-style-type: none"> • Maths area (games, maths resources available for children to access in the provision) • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Maths through Morning Jobs (daily) • Maths books • Counting songs • Core Rhymes (10 little monkeys jumping on the bed) • Maths resources in outdoor provision • Classroom number line. • Introduce and write numbers 1-10. • Counting objects 1:1 correspondence.
Numerical Patterns	<p>To recite numbers to 20 and back from 20 with a little support.</p> <p>To count on from a given number to 20.</p> <p>To compare groups of objects up to 10.</p> <p>To use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>To show some understanding of doubling and halving in familiar contexts.</p> <p>To find the total number of items in two groups by counting all of them and starting to use 'counting on'.</p> <p>To say the number one more/less than a given number 1 - 10.</p> <p>To explore sharing into equal groups in practical contexts, commenting on what they notice.</p>	<ul style="list-style-type: none"> • Ordering numbers on a number line. • Outdoor maths area. • Classroom number line. • Maths opportunities in the snack station/ home corner. • Counting songs. • Maths area (games, maths resources available for children to access in the provision) • Maths symbols in the environment. • Maths tough trays. • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Core Rhymes (five little speckled frogs).
Shape, Space and Measure	<p>To experiment with length, height, weight, capacity and use my findings to order and group items.</p> <p>To identify money and start to use money in my play.</p> <p>To compare length, height, weight and capacity.</p> <p>To use the language of direction when programming toys.</p> <p>To demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind ("The bag is under the table").</p>	<ul style="list-style-type: none"> • Create repeating patterns with natural materials. • Using measuring equipment in the construction area. • Programming beebots. • Using shapes for transient art. • Exploring capacity in the water area. • Shapes in the environment. • Shape walks. • Ordering children's height.

	To continue and create simple AB, ABC pattern.	<ul style="list-style-type: none"> • Scales in the maths area so children can explore heavier, lighter and equal. • Water area – exploring capacity, measurement and volume. • Daily 'Day of week' chart. • Construction – building with 3D shapes. • Using shapes to create pictures of ourselves, firework displays etc. • Playdough ingredients – measuring. • Outdoor maths area. • Maths area (games, maths resources available for children to access in the provision).
Expressive Arts and Design		
	Knowledge and skills:	Potential learning opportunities
Creating with Materials	<p>To begin to understand shade and contrast in colour.</p> <p>To use a comfortable grip when using a range of small tools e.g. – pens, pencils, paintbrushes, scissors.</p> <p>Draw with increasing complexity and detail such as representing a face with a circle and including details.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To work together and independently to create a piece of art.</p> <p>To know how to create different colours.</p> <p>To explore pattern making.</p>	<ul style="list-style-type: none"> • Creating pieces of art using a range of materials. • Using resources/materials/equipment every day in creative area. • Drawing self-portraits. • Large scale painting outside. • Drawing round shapes to create pictures. • Cutting around different shapes/lines. • Playdough area – manipulating playdough using a range of tools. • Self-serve paint area, transient art, small and large scale construction, junk modelling. • Exploring with paint in the creative area. • Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves). • <u>Diwali</u> - Create own artefacts (tea light holders, Mehndi patterns. taste Indian food) • <u>Halloween</u> -Create own Halloween decorations/cards. • <u>Remembrance Day</u>:-create our own poppies with variety of media. • <u>Christmas</u> -Creating Christmas artefacts (cards, calendars, presents, decorations). -Christmas cookies. • <u>Bonfire Night</u> Firework pictures - Colour Mixing. Children will explore colour through paint by using and mixing primary and secondary colours. • <u>Easter pictures</u> – using any media. • <u>DT</u> – biscuit decorating.

<p>Being Imaginative and Expressive</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. To perform a song or dance as a solo or in groups. To be able to join in or lead a nursery rhyme or song of my choice.</p>	<ul style="list-style-type: none"> • Story Scribing. • Self-portrait – using different media. • Outdoor music boom box. • Charanga music sessions. • Moving to core rhymes/songs linked to themes/interests. • Mother’s day song/dance. • Children learn and sing new songs as well as well-known nursery rhymes and songs. • Instruments outside for children to explore. • Adults play alongside to model and enhance role play. • Animals used to enhance provision – invent their own stories lines. • Domestic/home corner role play is developed. • Role-play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor’s role-play. Adults will observe, play and enhance where appropriate. • DT challenges.
<p>Understanding of the World</p>		
	<p>Knowledge and skills:</p>	<p>Potential learning opportunities</p>
<p>The Natural World</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant/bean/seed of an animal- chicken. To understand the need to care and respect for the natural world and living things. To describe what they see, hear and feel in Spring and begin to make comparisons. To recognise some environments that are different to the one in which they live. To observe and talk about their immediate environment with increasing confidence. To name and identify a range of animals and their habitats. To name some appropriate clothing to wear in the Spring. To name a range of fruits and vegetables.</p>	<ul style="list-style-type: none"> • Planting seeds/bulbs – Jack and the Beanstalk. • Nature walks – observing what we can see, hear, smell etc. • Collect signs of spring. • Naming different fruits and veg during snack/lunch time. • Small world area – resources to support children in making different environments e.g. – farm, polar, zoo, ocean etc. • Local walk – nature walk. • Observe chicks / butterflies. • Collecting and observing signs of spring (daffodils, birds, colour of trees, bluebells, daisies etc). • Talking about different flowers in the nature garden. • Matching animals to their offspring. • Matching animals to their habitats. • Daily weather chart. • Scientific resources in the environment – magnifying glasses, mirrors, magnets, timers, beebots, torches etc. • Season tree in the provision.

<p>People, Culture and Communities</p>	<p>To talk about different jobs and discuss how they help us. To recognise some similarities and differences between life in this country and life in other countries. To talk about members of my community. To begin to make comparisons between different celebrations, places that are special and beliefs. To talk about how the weather changes from Winter to Spring. To understand that families can be different to their own. To draw information from a simple map. To name a type of transport and understand how we use this transport to get to other places in the world.</p>	<ul style="list-style-type: none"> • Family tree display and pictures from home. • Encouraging parents to share pictures via Seesaw. • Sharing pictures of staff relatives throughout their lives. • People who help us figures in the small world area. • Chinese New Year, Ramadan, Holi, Easter. • Mother's day – talking about the people we love/ talking about how families can look different. • Local walk – observing local places of worship. • Drawing pirate map /map of the school /map of the classroom • Observing maps / globe in the provision. • Different types of transport throughout provision. • UTW challenges • Observing places of worship.
<p>Past and Present</p>	<p>To know that times of the day go in order and repeat everyday (morning before lunch). To talk about some of the special days people in our community celebrate and know that these special days can repeat annually for everybody (Christmas in Winter) or individually (birthdays). To identify baby animals and talk about their changes. Compare and contrast characters from stories, including important figures from the past. To understand some differences between past and present and is building up knowledge of key historical events through stories and community events, e.g. Easter, St. George's Day.</p>	<ul style="list-style-type: none"> • Matching animals and their offspring. • Family tree display. • Class discussions on different celebrations – Easter, Diwali, Chinese New Year, Ramadan, Holi, St. George's Day. • Visual timetable – using language such as first, next, after, finally. • Showing pictures of homes, schools and transport. • Looking at school life in the past compared to now. • Looking at ways of communicating now compared to in the past. • Using chronology to order events. • Looking at transport now compared to in the past. • Photos from the past in the provision to allow to explore and order chronologically. • Books supporting understanding of the past.
<p>Computing</p>		
	<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p> <ul style="list-style-type: none"> -BeeBots -Remote controls -Laptops available in the computing area whereby children can play maths/phonics games -iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc. -Interactive whiteboard for children to draw, play games etc. -Pretend laptop, phones, microwave in the home corner. 	

Summer Term

Spring/Summer



Terrific Tales



Adventures and Environments



Personal, Social and Emotional Development

Knowledge and skills:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Potential learning opportunities

- Four point scale – emotions (the Zones of Regulation).
- Golden Rules and behaviour systems.

Self – Regulation	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p>	<ul style="list-style-type: none"> • Explore feelings through stories and opportunities to share and talk about their own feelings. • Positive reinforcement (Reception: stickers, mathematician/writer/super star lanyards, certificates, star of the day). • Reinforce the need to look after our environment: Choose it, use it, put it away. • SALT interventions. • Morning jobs – turn taking and sharing games. • Consistently establishing the expected behaviour. • Interventions to help reduce conflict and help children to resolve their own problems. • Labelling emotions in the environment. • Labelling provision areas so children become confident and familiar within each of them. • Reinforcing both indoor/outdoor rules. • Jigsaw PSHE scheme of work activities and texts.
Managing Self	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<ul style="list-style-type: none"> • Embedding expectations, rules and routines (lining up, assemblies). • Toileting/hand washing/putting on and zipping up coat. • Getting changed for PE/Outdoor learning. • Personal safety: NSPCC: Pantasaurus highlighted throughout. • Perseverance, resilience and independence developed through challenges set by adults. • Understanding right and wrong: exploring this theme through stories. • Staying healthy: PE, physical activity, healthy eating, oral hygiene. • Model independence, resilience, and perseverance in the face of challenge. • Reinforce the need to stay healthy: sun safety, being a safe pedestrian. • Jigsaw PSHE scheme of work activities and texts. • Develop self-care routines including wearing/choosing appropriate clothes in different weather.
Building Relationships	<p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • Jigsaw – Relationships (learning to be kind, make new friends). • Turn taking games for morning jobs. • Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. • Forming positive relationships with new adults.

		<ul style="list-style-type: none"> • Teachers to encourage reception to help nursery with certain tasks. • Developing particular friendships. • Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed. • Showing sensitivity to others. • Teachers modelling how to make positive relationships. • Circle times. Allowing opportunities for children to share information about themselves. Talking about family. • Modelling how to play games/jigsaws fairly as a group. • Jigsaw PSHE scheme of work activities and texts. • Enhancements linked Terrific tales/Adventures and environments topic.
Communication and Language		
	Knowledge and skills:	Potential learning opportunities
-Listening, Attention and Understanding	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding,</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p>	<ul style="list-style-type: none"> • Outdoor seasons walk and follow up discussion. • Asking /answering questions about a story. • Wellcomm interventions throughout the year. • SALT support for identified children throughout the year. • Engagement in rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Using story props to retell familiar stories. • Continue to recreate and retell their own stories through story scribing. • Invite visitors into school, which will develop listening, and attention skills. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Encouraging children to listen carefully through playing rhymes, poems and songs. • Core texts and rhymes; Supertato, The Gruffalo, Little Red Riding Hood, Pirates love underpants.
-Speaking	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<ul style="list-style-type: none"> • WELLCOMM interventions for identified children. • Key vocabulary displayed for each Literacy unit of work. • Acting out /sequencing stories. • Language rich environment linked to current learning.

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	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> • Talking about different environments (polar, ocean, farm etc) • Talking about the life cycle of a chicken, butterfly. • Role play ideas (castle, owls nest, fruit shop). • Year 6 buddies. • Retelling trips/visits – chicks, grow outdoors etc. • Engagement in stories, non-fiction, rhymes, singing, poems, etc. • Blank Level Questions: questioning specific to the needs of individual children. • Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. • Using core stories to develop and extend vocabulary of each individual child. • Modelling correct sentence structures back to children. For example, “Me is hungry”. “I am hungry”. • Beginning to recreate and retell their own stories through story scribing. • Providing real and meaningful experiences encourage children to talk and question. • Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. • Morning P4C Question of the Day and Book of the Day. • Morning jobs involve the children speaking and working cooperatively together. • Developing high quality conversations outdoors as well as indoors. • Encouraging children to talk about themselves and their family. • SALT interventions for identified children. • Weekly Charanga sessions.
Physical Development		
	Knowledge and skills:	Potential learning opportunities
Gross Motor Skills	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<ul style="list-style-type: none"> • <u>Resources are available throughout the year to support the development of Gross Motor Skills.</u> • Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags. • Making obstacle courses outside • Using signs of Spring to create collages

	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>	<ul style="list-style-type: none"> • Printing with potatoes - Supertato • Following a map – pirates in underpants. • Making a woodland area – The Gruffalo. • Retelling stories through movement. • Water painting outdoors. • Build and develop a bug hotel. • St. George’s Day – painting a dragon • Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc. • Music in the playground twice a week. • Wheely Wednesdays – bikes and scooters on the playground every Wednesday. • Adults to enhance/provide resources to support gross motor development e.g- painting large scale. • Reinforce routines of getting ready for the PE coaches. • Lining up and queueing up for lunch daily. <ul style="list-style-type: none"> ○ PE UNITS ○ Sports Day Events ○ Physical Literacy 2 (Throwing, catching, sending, receiving) ○ Physical Literacy 3
<p>Fine Motor Skills</p>	<p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<ul style="list-style-type: none"> • Resources available throughout the year to support the development of Fine Motor Skills. • Pencils, paintbrushes, scissors, cutlery, hole punch. • Morning Jobs – cutting activities • Pencil control sheets (little red riding hood, The Gruffalo etc) • Making vegetable soup using a range of tools and ingredients (potato, carrot, celery soup). • Sketching plants/animals in the environment. Outdoor clipboard. • Father’s Day cards/St. George’s Day posters) • Build and develop a minibeasts hotel. • Adults to enhance/ provide resources to support fine motor development e.g- tweezers and pom poms, threading etc. • Letter formation/handwriting • Fine motor station.

		<ul style="list-style-type: none"> • Provide opportunities for children to hold a pencil/pen (writing area). • Encourage children to start using cutlery to cut up their own food. • Teachers show children how to hold a pencil using a tripod grip (modelling writing). • Using different tools whilst making playdough. • Making woodland animals with playdough. • Sketching characters from the story. • Leaf rubbing.
Literacy		
	Knowledge and skills:	Potential learning opportunities
Comprehension	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p>	<ul style="list-style-type: none"> • Puppets to support retelling of core stories. • Hot seating – Little Red Riding Hood • Read and share Core Stories (Supertato, Little Red Riding Hood, The Gruffalo, Pirates in underpants). • Books about adventures/environments in the provision. • Talk to year 6 buddies about their favourite stories. • Read and share stories about families. • Share non-fiction stories about Summer. • Home comprehension cards. • Story scribing. • Story friends – Ready Steady Write. • Biscuit the Bear adventure journal. • Daily story time. • Bed Time Story Evening. • Story props linked to key texts. • Question of the day – P4C. • Book to share.
Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs.	<ul style="list-style-type: none"> • RWI ability book. • Daily sound session – set 1. • Following instructions to follow a map (adventures).

	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> • Continue with RWI programme. • Bed Time Story Evening. • Parents to watch a Phonics demonstration. • Story enhancements in the provision e.g. – CVC words linked to core stories) • Key words to match core stories / Literacy unit. • Blend and segment simple words. • Language rich environment. • Story scribing. • Pinny time. • Magnetic letter boards. • Fred Talk. • Question of the day – name recognition.
Writing	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<ul style="list-style-type: none"> • Writing a vegetable soup recipe. • Story scribing – writing about traditional tales. • Drawing a map. • Write instructions on how to plant a seed • Make a booklet/list about the chicks/butterflies. • Make a wanted poster for the Giant/Jack. • Write a wanted poster for eveil pea. • Write a letter to Little Red Riding Hood. • Write Father’s Day cards. • Story scribing. • Daily RWI sound session. • Ready Steady Write. • Writing resources in the provision to support mark making and writing development – pens, pencils, crayons, highlighters etc. • Morning Job – writing focus. • Writing and labelling opportunities linked to adventures and environments, and terrific tales themes. • Outdoor mark making resources.
Maths		
	Knowledge and skills:	Potential learning opportunities
Number	<p>Have a deep understanding of number to 10, including the composition of each number.</p>	<ul style="list-style-type: none"> • Making number bonds with natural resources and a tens frame. • Power Maths daily sessions.

	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<ul style="list-style-type: none"> • Using tens frames in the playdough area. • Rapid recall everyday (number recognition, subitising) • Maths area (games, maths resources available for children to access in the provision) • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Maths through Morning Jobs (daily) • Maths books • Counting songs • Core Rhymes (10 little monkeys jumping on the bed) • Maths resources in outdoor provision • Classroom number line. • Writing numbers in the sand. • Counting objects 1:1 correspondence.
Numerical Patterns	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<ul style="list-style-type: none"> • Counting to 10 (snack-toaster) • Exploring capacity / more/ less in the sand and water area. • Ordering numbers on a number line. • Outdoor maths area. • Classroom number line. • Maths opportunities in the snack station/ home corner. • Counting songs. • Maths area (games, maths resources available for children to access in the provision) • Maths symbols in the environment. • Maths tough trays. • Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) • Core Rhymes (five little speckled frogs).
Shape, Space and Measure	<p>NO ELG</p> <p>To use everyday language to discuss length, size, height, weight, time, position and capacity, and make simple observations.</p> <p>To understand and begin to use correct mathematical language to describe 2D and 3D shapes(e.g. sides, edges, faces, flat/curved) with support.</p> <p>To know some 2D and 3D shapes.</p>	<ul style="list-style-type: none"> • Cut toast into halves and quarters/ squares or triangles. • Shape hunt. • Cutting vegetables in halves/quarters – Supertato. • Create repeating patterns with natural materials. • Using measuring equipment in the construction area. • Programming beebots. • Using shapes for transient art.

	<p>Create, copy and continue a simple pattern. To select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>To recall routines and start to relate them to the time on the clock.</p>	<ul style="list-style-type: none"> • Exploring capacity in the water area. • Shapes in the environment. • Shape walks. • Ordering children's height. • Scales in the maths area so children can explore heavier, lighter and equal. • Water area – exploring capacity, measurement and volume. • Daily 'Day of week' chart. • Construction – building with 3D shapes. • Playdough ingredients – measuring. • Outdoor maths area.
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Expressive Arts and Design

	Knowledge and skills:	Potential learning opportunities
<p>Creating with Materials</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<ul style="list-style-type: none"> • Design and create a Supertato. • Act out core stories – e.g. Little Red Riding Hood. • Make a wolf out of different materials (paper plate, tissue paper etc). • Making Father's Day cards. • Creating pieces of art using a range of materials. • Using resources/materials/equipment every day in creative area. • Using materials to create the Gruffalo. • Creating a pirate ship using large scale equipment. • Drawing a pirate. • Drawing self-portraits. • Large scale painting outside. • Drawing round shapes to create pictures. • Cutting around different shapes/lines. • Playdough area – manipulating playdough using a range of tools. • Self-serve paint area, transient art, small and large scale construction, junk modelling. • Exploring with paint in the creative area. • Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves). • <u>DT</u> – making dwellings.

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Being Imaginative and Expressive	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<ul style="list-style-type: none"> • Story Scribing. • St. Georges Day (resources to support story telling – dragons, knights, castles etc). • Recount narrative – core stories (e.g.- The Gruffalo). • Father’s day song/dance. • Self-portrait – using different media. • Outdoor music boom box. • Charanga music sessions. • Moving to core rhymes/songs linked to themes/interests. • Mother’s day song/dance. • Children learn and sing new songs as well as well-known nursery rhymes and songs. • Instruments outside for children to explore. • Animals used to enhance provision – invent their own story lines. • Domestic/home corner role play is developed. • Role-play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor’s role-play. Adults will observe, play and enhance where appropriate. • DT challenges.
Understanding of the World		
	Knowledge and skills:	Potential learning opportunities
The Natural World	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (To describe what they see, hear and feel in Summer)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<ul style="list-style-type: none"> • Observing trees/leaf rubbing • Observe veg plants growing (Supertato). • Nature walks – observing what we can see, hear, smell etc. • Collect minibeasts/drawing minibeasts. • Drawing pictures of woodland animals – The Gruffalo. • Observe flowers growing / sketching/ painting. • Small world area – resources to support children in making different environments e.g. – farm, polar, zoo, ocean etc. • Local walk – nature walk. • Collecting and observing signs of summer (daffodils, birds, colour of trees, bluebells, daisies etc). • Talking about different flowers in the nature garden. • Daily weather chart. • Scientific resources in the environment – magnifying glasses, mirrors, magnets, timers, beebots, torches etc.

		<ul style="list-style-type: none"> Season tree in the provision.
People, Culture and Communities	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.</p>	<ul style="list-style-type: none"> Using maps to find the pirates treasure. Draw a map of the school. Compare local area to other environments. Pirates in underpants – research pirates. Family tree display and pictures from home. Encouraging parents to share pictures via Seesaw. Sharing pictures of staff relatives throughout their lives. People who help us figures in the small world area. St. George’s Day – talking about different celebrations. Father’s day – talking about the people we love/ talking about how families can look different. Local walk – observing local places of worship. Drawing pirate map /map of the school /map of the classroom Different types of transport throughout provision. UTW challenges Observing places of worship.
Past and Present	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> Family tree display. Local walk – discuss local jobs (fire fighters, police officers etc). Class discussions on different celebrations – St. George’s Day. Visual timetable – using language such as first, next, after, finally. Showing pictures of homes, schools and transport now and then. Looking at ways of communicating now compared to in the past. Using chronology to order events. Figures from the past – explorers (Neil Armstrong, Christopher Columbus etc). Photos from the past in the provision to allow to explore and order chronologically. Books supporting understanding of the past.
Computing		
	<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p> <ul style="list-style-type: none"> -BeeBots -Remote controls -Laptops available in the computing area whereby children can play maths/phonics games -iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc. 	

	<ul style="list-style-type: none">-Interactive whiteboard for children to draw, play games etc.-Pretend laptop, phones, microwave in the home corner.
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