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| Area ofLearning | Autumn 1-All about meMy familyValue-Respect and Reverance | Autumn 2-SuperheroesChristmas playValue-HopeL.Ed. Van | Spring 1-Mad scienceValue-Courage | Spring 2-DinosaursEaster World book dayValue-Responsibility | Summer 1-How does your garden grow?Value-Service | Summer 2-Transport/holidaysMoving onValue-Generosity |
| PSED | Settling in. Playing alongside/with others.Learn other children’s names. Rules for the room. Where does everything go? | Keeps play going by responding to what others are saying or doing. | Confident to speak to others about own wants and opinions. | Being a good friend.Selecting and using activities/resources ind.Using toys app. | Looking after ourselves and our friends. | Good sittingGood ListeningGood Looking | Confident to speak to others about own wants and opinions. | Talking in front of others-telling news to a group. | Performing a class assembly to whole school. | Moving on to school-here and elsewhere. | Moving on to new class |
| Man. Feelings and Behaviour | How do you feel?Class/school.Play in a groupSelect resources with help. | Christmas play/party etc- adapting behaviour to diff. events.Tolerate delay | Beginning to negotiate and solve problems without aggression. | Sharing resources. Accepting needs of others-new children. | Games focused on turn taking. | Feelings at school/weekend/during different activities. | Feelings-changing from sad to happy-how to cheer up other children etc. | Performing songs and poems to Reception. | Adjusting behaviour – visiting flower shop, church and plant centre. | Accepting needs of others-younger children. | **Work as part of a group or class,****Outdoor projects working as a group/class** |
| Physical Development | Different ways of moving/travelling.Where food comes from. Kitchen skills. Holding a pencil/mark making.Hygiene/toileting.Name external body parts. | • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.-Puppets and toy makingChristmas cards and crafts.• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.Putting on own coats/scarves etc. | Uses simple tools to effect changes to materials.Travels with confidence and skill, over, under, around and through balancing equipment.Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | Balancing. Jumping off an object and landing appropriately.1 handed tools.Using tools/equipment safely 30-50Safety when tackling new challenges 40-60 | BalancingFootballThrowing and catching | Good control with pencil. Copying some letters. | Forming recognisable letters.Dance with coach Melissa. | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | Football, Athletics and Dance  | Can catch a large ball.30-50Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.40-60 | Correctly formed letters.Ex. ELG-writing on linesNegotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. |
| Communication and Language-Listening | Follow simple directionsListen to stories | Follow directions. Listening to others and stories and recall. | • Listens to stories with increasing attention and recall.• Is able to follow directions (if not intently focused on own choice of activity). | Two channelled attention-listen and do for a short span. | • Is able to follow directions 30-50• Maintains attention 40-60 | Listening in a range of situations. | Listening to visitors. | Listening in different places – school trip. | Following more complicated instructions. | Responding to stores. | Listening to others at news time. | Listening to each other’s stories. |
| Understanding | Follow simple instructionsprepositions | Follow instructions. Knows prepositions | Describing words-hard, soft, spiky etc. Naming materials glass, paper etc.New vocabulary related to topic-describing materials. | Responds to instructions involving a 2 part sequence. | • Beginning to understand ‘why’ and ‘how’ questions.30-50• Listens and responds to ideas expressed by 40-60 | Understanding stories, looking at the characters. | Wellcomm individual targets. | Following instructions given by peers rather than adults. | Wellcomm targets | Answering how and why questions relating to different stories.  | Wellcomm targets | Understanding different parts of a story. |
| Speaking | Build vocab.Retells an event in correct order. | Use vocab focused on objects and people that are familiar | • Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).• Can retell a simple past event in correct order  | Links statements and sticks to a main intention or theme.Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | Expanding vocabulary | New vocabulary related to topic. | Uses correct tenses. | Wellcomm targets | Acting out familiar stories.Talking in role.“Hotseating” | Telling others likes/dislikes | Using past/present/future tenses correctly when talking to others. |
| Literacy Reading | Stories about families/schoolNursery rhymesTraditional tales | CharactersChristmas storyStories about Christmas  | Toy stories.Christmas stories.Segmenting sounds in simple words. | • Suggests how the story might end.30-50• Hears and says the initial sound in words.40-60 | Begins to read words and simple sentences. | Non-fiction texts. | Character descriptionsWorld book day link | Talking about stories. Identifying characters and setting. | RecountsNon fiction texts | PoemsRhyming words | Reading different stories to inform writing own stories. |
| Literacy Writing | Make books with children of activities in class. | Make a class book.Names-writing a capital at start.Shopping lists | Name writingPencil control-muscle developmentlacingChristmas cardsLetter to FC | Writing initial soundsLetter to FC | • Gives meaning to marks they make as they draw, write and paint.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, 40-60 | Descriptions of the 3 little pigs.Retelling a familiar story.Making a senses book. | Instructions. | Cvc words and rhyming strings.invitations | PostersInvitations to reception-to a picnic | Short sentences/captionsRecountsInstruction writing. | postcards | Writing simple sentences.Capital letters and full stops. Postcards.Story writing. |
| Mathematics Numbers | BaselineCounting objects with 1:1 co.Recognition of numbersNumber rhymes. | Counting 1-20 recites numbers 1-10. Uses number names in play. | Giving the correct amount from a larger set.Outdoor counting opportunities. | Counts an irregular arrangement of up to 10 objects.Estimates how many objects they can see and checks by counting them. | • Recites numbers in order to 10.30-50• Counts out up to six objects from a larger group.• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.40-60 | Numbers to 20-counting, ordering and recognising.1 more/1 lessAddition and subtraction. | Counting out amounts and checking numbers. | Addition and subtraction. | Counting forward and backwards from 10-0/0-10 | Sharing. | Recognition of numbers to 10. | Doubling and halving. |
| Mathematics Shape, Space and Measures | Talk about shapes of everyday objects. | Use positional language. Shapes in the environment and begin to talk about them. | Measures-big/smallMore/less2D shapes-semi circle/diamond +Basic 2D-printing on wrapping paper | Recreating patterns and building models.Orders 2 items by weight/capacity. | • Beginning to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’.30-50• Orders and sequences familiar events.• Measures short periods of time in simple ways.40-60 | LengthWeight | Naming 2d shapes. | 2D and 3D shapes. | Weight-link to the enormous turnip. | Capacity, height. | LengthTimes of the day. | Patterns. Position.Money. |
| Understanding the world People and communities | Shows interest in the lives of people who are familiar to them Know who is in their family-role play. | Shows interest in the lives of people who are familiar to them. Significant events and times. | • Remembers and talks about significant events in their own experience.• Recognises and describes special times or events for family or friends.Invite in parents to talk about Christmas when they were young.Decorating a tree. | They know about differences between themselves and others and among families, communities and traditions.Ways of celebrating Christmas. | • Shows interest in different occupations and ways of life.30-50• Enjoys joining in with family routines.40-60Chinese New Year celebrations | Learning about the body/health eating.Chinese New Year celebrations | Families | Children talk about past and present events in their ownlives and in the lives of family members. They know that other children don’t always enjoy the same things, andare sensitive to this. | Jobs in the local area. | Visiting church. |  | They know about similarities anddifferences between themselves and others, and among families, communities and traditions. |
| The World | PetsPlanting nursery garden. | Develop understanding of changes over time in family. | MaterialsWrapping presentsSim/diff• Can talk about some of the things they have observed such as plants, animalsWhere have all the leaves/insects gone? | Children know about similarities in relation to places, objects, materials and living things. | • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.• Shows care and concern for the environment. 30-50 | Floating and sinkingTesting materialsLight and dark.Sound | What is around us? | Dinosaurs.Habitats.Environments.  | Planting seeds-food and where it grows.Farm to fork | Life cycles.Plants.Growing.  | Visiting churchVisiting a holiday destination-comparing 2 places. | They make observations of animals andplants and explain why some things occur, and talk about changes. |
| Technology | Simple equipment cd player. Make toys work by switching on etc. | Using the mouse to click/select/drag. | • Shows skill in making toys work by pressing parts or liftingflaps to achieve effects such as sound, movements or newimages. | Completes a simple program on the computer. | • Completes a simple program on a computer.• Uses ICT hardware to interact with age-appropriate computer software 40-60 | Open a program by double click.Using the mouse.Finding a range of technology. | Taking photos using i-pads. Drawing on IWB/i-pads. | Drawing using the mouse.Printing work | Using computers to find information. | Bee bots/Bee bot AppDirecting around a garden. | Listening to stories-books/cds/on screen. | Type name using keyboard.Videoing each other talking  |
| EAD Exploring and Using Media and Materials | Ring gamesDrawing with different mark making tools including IWB pen. | Familiar songsJoining in with dance and ring games.Tools for a purpose. | Describing textures.Using tools to make a present for parents-cooking xmas cake | Tools and techniques-cards and calendarsSelecting appropriate resourcesJoining materials | • Imitates movement in response to music.• Taps out simple repeated rhythms.• Explores and learns how sounds can be changed.30-50. | Combining different materials. | Changing colours. | Using a wider range of tools and techniques e.g. hole punches/ripping paper etc. | Outdoor artwork | Outdoor artworkLooking at sculpture gardens and trails. | Using natural materials to make pictures. | Exploring different textures in the environment.Making textured pictures of local buildings |
| Being Imaginative | (22-36 make sounds by banging etc.) 30-50 makes up rhythms.Body parts games and dances.Role play house/doctorsSing simple songs. | Percussion instruments-rhythms and making up own rhythms.Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. | • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.30-50 | Combining different materials.Being imaginative with music and sounds. | Making up our own stories using small world toys. | Percussion instrumentsHigh/low sounds | Being involved in role play with others-the enormous turnip. | Movement in response to music.CollageClose Observational drawings |  | Painting-paintings of schoolPastels and chalks. |

As in all early years settings a draft long term plan is put in place each September. As the year progresses the activities and topics may change due to children’s interests and ideas.