

	Autumn Term 1 (Summer Term Children + New Intake)	Autumn Term 2	Spring Term 1 Summer Term/Autumn Term + New Intake	Spring Term 2	Summer Term 1 Summer/Autumn/ Spring Term + New Intake	Summer Term 2
Theme	Bears Nursery Rhymes  <b>Communication + Language</b>	Special Times + Special People  <b>People+ Communities</b>	Once upon a Time  <b>The World</b>	Building  <b>Being Imaginative</b>	Snails +Minibeasts  <b>The World</b>	Journeys  <b>People and Communities and Being Imaginative</b>
Work Aware – Concept Cat	Over Under empty	Same More bottom	Full Top In front	On Out left	Right Long loud	Short Different Tall
Black Sheep Narrative	Who? When?	Where? What happened? The End?	Who? When?	Where? What happened? The End?	Who? When?	Where? What happened? The End?
Family Links						
Characteristics of Effective Learning	Dora the Explorer Have a go Joe	Kelly the Little Red Hen keeps on trying Gerald the Giraffe is Proud	Brenda the Pretender	Plan Do Review Sue Having own Ideas - Elmer	The Very Busy Spider – Lincoln- Linking Thinking	Connie the Owl Concentrates
Texts	<b>Goldilocks and the Three Bears</b>  We're Going on a Bear Hunt Brown Bear, Brown Bear What do you see?	<b>The Elves and the Shoemaker</b>  <b>The Christmas Story</b>	<b>Jack and the Beanstalk</b>  <b>Superpotato</b>	<b>The Three Little Pigs</b>  <b>The Easter Story</b>	<b>The Ugly Duckling</b>  <b>Norman the Snail</b>	<b>The Enormous Turnip</b>  <b>Handas Surprise</b>  <b>Aliens love Underpants</b>

	Peace at Last – Large family stories  Hugless Douglas					
Fine Motor/ Dough Disco	Dressing ready for outside Independent with Wellies and dungarees	Dough Disco  Using tools to peel and chop own snack	Dough Disco	Dough Disco	Dough Disco	Dough Disco
Cooking Experience	Mixing to make icing and spreading with a knife - decorating biscuits	Peeling vegetables – soup making	Pancakes	Jelly Making		Making healthy sandwiches from salad crops grown in garden
School Events/Special Days/Celebrations Visits/ Visitors		Halloween Bonfire Christmas Hanukkah Divalli Christmas Father Christmas visit	Pancakes World Book Day	Easter		Moving on to Reception – Transition Sports Day
PSED	Rules Making relationships Feelings Behaviour Self confidence/ awareness	Rules Making relationships Feelings - Behaviour – sharing resources Self confidence/	Rules Making relationships Feelings Behaviour Self confidence/ awareness	Rules Making relationships – parents, family, friends – how to be a good friend. Feelings Behaviour Self confidence/ awareness	Confident to talk to other children when playing, and will communicate freely about own home and community	Rules Making relationships Feelings – what was it like on holiday? Behaviour Self confidence/ awareness
PSED – Making Relationships 30-50 months	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas e.g building up a role-play activity with other children</li> <li>• Initiates play, offering cues to peers to join them</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>					

<p>Self confidence + self awareness 30-50 months</p> <p>Managing feelings and behaviour 30-50 months</p>	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibilities for carrying out small tasks.</li> <li>• Is more out going towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li>   <li>• Aware of own feeling, and know that some actions and words can hurt others feelings.</li> <li>• Begins to accept the needs of others and can take turn and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>					
<p><b>CLL/Lit</b></p>	<p>Listening and Attention Listens to others one to one and in small groups. Listens to stories with increasing attention and recall – repetition, re-enact. Listening and Understanding</p>	<p>Builds up vocabulary that reflects the breadth of their experiences – birthday party, Diwali, remembrance day, Chinese new year. Write party invitations.</p>	<p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>Understand why and how questions. Joins in with repeated refrains and anticipates key events and phrases and rhymes and stories. Key vocabulary – record on life cycle.</p>	<p>Non – fiction texts - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences – where did you see....? What did they do? What do they wear?</p>	<p>Sometimes gives meaning to marks as they draw and paint. Write food lists for pirate picnic.</p>
<p><b>PD</b></p>	<p>•Observes the effects of activity on their bodies. Move like a bear. Recreate bear hunt.</p>	<p>Move like a rocket. Creates movement in response to music.  Draws lines and circles – Gross motor movements  Pencil grip Use of tools</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Can stand momentarily on one foot when shown. Can catch a large ball. – move like an animal.</p>	<p>Observes the effects of activity on their bodies.  Understands that equipment and tools have to be</p>	<p>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. Assault course – Olympics – moving over and under equipment.</p>

<p><b>Literacy</b></p> <p><b>Reading 30-50 months</b></p> <p><b>Writing 30 – 50</b></p>	<p>Enjoys rhymes and rhythmic activities.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p>	<p>Joins in with repeated refrains</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that the see in different places</p>	<p>Looks at books independently</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that the see in different places</p>	<p>Recognises familiar words in the environment</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that the see in different places</p>	<p>Describes main story settings, events and principals</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that the see in different places</p>	<p>Listens to stories with increasing attention and recall</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that the see in different places</p>
<p><b>Maths</b></p>	<p>•Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same – bears – sort by size etc.</p>	<p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements – fireworks. Make patterns – rangoli – peg boards.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>Compares two groups of objects, saying when they have the same number – what is one more/less? Sorting numbered beans.</p>	<p>Ordering transport by number ie police cars. Compare size of objects. Put out flame numbers.</p>	<p>Uses positional language</p>
<p><b>UTW</b></p>	<p>Where do bears live? – habitats – polar bear, grizzly bear. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Completes a simple program on a</p>	<p>Shows interest in different occupations and ways of life. Recognises and describes special times or events for family or friends – birthday party, Diwali, remembrance day,</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world – talk about Earth – compare to other planets ie colour, shape, temperature. Can talk about some of the things they have</p>	<p>Developing an understanding of growth, decay and changes over time - Life cycles – ladybird/butterfly</p> <p>Shows care and concern for living things and the environment - Growing things – beans.</p>	<p>Shows interest in different occupations and ways of life – jobs that help us, uniform, equipment.</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>•Can talk about some of the things they have observed such as plants, animals, natural and found objects – sea creatures, rock pools. Look at seaside locations i.e. Blackpool – changes over time – pier, activities, swimwear.</p>

	computer. •Uses ICT hardware to interact with age-appropriate computer software.		observed such as plants, animals, natural and found objects – metals, magnetic. Knows that information can be retrieved from computers.	Show care and concern for living things in the environment.		Knows that information can be retrieved from computers - Make sandwiches for Pirate Picnic.
<b>EAD</b>	Explores colour and how colours can be changed. •Beginning to be interested in and describe the texture of things – feel different materials – fur, water, mud etc?	Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Christmas Story.	Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’ – make a rocket, space ship, planets – papier mache.  Uses various construction materials  Realises tools can be used for a purpose	Developing preferences for forms of expression. •Uses movement to express feelings. Grow plants – discuss changes that happen as plants/people grow.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	Engages in imaginative role-play based on own first-hand experiences. Floating/sinking.