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|  | **Understanding the World- (See med term plans)** | **EAD (Expressive Arts and Design- see med term plans) ART 13, 29, 31** | **PSED (ARTICLE 12, 7,8,, 15)** | **RE (ARTICLES 14,31)** | **Physical Development (ARTICLES 31, 24)** | **Literacy (Reading and Writing) (ARTICLE 13,17)** | **Maths**  |
| **Nursery****AUTUMN****Nursery Rhymes/Colours****My Family****(ART 5,6,7,8, 18,20,21, 3)****0****ICT ARTICLE 17** | Tea party (I’m a little Teapot)Spiders (Incy Wincy)Day and night (Twinkle Twinkle)Favourite coloursColour changesAutumn and seasonal change/Bonfire night and Diwalli Families and homesWinter/cold places and seasonal changeRemembrance Christmas(IWB: Nursery Rhymes,Bonfire night, Poppy Day, People who help us Selecting tools and mark making on the IWB, Beebots) | Painting- Aut1Drawing-Aut2Music and movement- Action songs (phase 1)Familiar songsExpressing feelings through music (ribbon dancing)Copying simple rhythms with instrumentsNativity songs and performanceRole play- home corner, Santa’s workshop. | Heartsmart – Get Heart smart (Meet Boris)Heartsmart – Don’t forget to let love in (I am special)Additional- show effortful control, talk and identify simple feelings, idenitify actions/words that upset others, begin to find soluations- sharing and turn takingMake independent learning choices, Begin to be independent within self-care routines Toileting / Handwashing / Snack time / OutdoorBegin to play with other chn and see themselves as part of a community. | I am special (diversity)Harvest (Sukkot- Jewish Harvest)DiwalliSpecial people (inc those who help us)Christmas (Births and birthdays, The Nativity)HannukahValues- Thankfulness, Respect and Love  | **Gross Motor-** Continue to develop movement skills of walking and running, negotiating space. Continue to develop climbing skills, use stairs using alternate feet, develop balancing skills … *balance* , Complete low level obstacle courses, Walk up / down a ramp, Stand still, Stand on one leg, develop riding skills – scooter / trike / balance bike, Use bike track: □ following track □ right direction  Stop / start Continue to develop ball skills- Rolling (partner / circle games), Kicking Begin to adapt speed / direction to avoid obstacles, learn to hop With support explore climbing frame Begin to use large-muscle movements to wave flags and streamers (top to bottom / anti-clockwise) Paint and make marks (top to bottom / anti-clockwise**Fine motor- Write Dance and Dough Disco** (*Learn to use the toilet with help, and then independently*)Begin to show a preference for a dominant hand, learn to use a knife and fork, get dressed independently for outdoor play, Use some one-handed tools and equipment Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making … Begin to develop a comfortable grip when using pencils / pen, Model and encourage a tripod grip  | Phase 1 Phonics / Reading ▪ Begin to develop phonological awareness Join in with Phase 1 activities, aspects 1 to 6 - (Alliterative activities, begin to identify words starting with the same phoneme within a word)▪ Begin to understand some of the five key concepts about print:  Handle books carefully & correctly  Name some book parts … front cover, back cover, page, title  Print has meaning □ familiar logos □ environmental labels with photograph  Understand print is read left to right . ▪ Enjoy sharing a book with an adult  One to one Fiction and  Small group time non-fiction ▪ Begin to read own name with visual support Writing ▪ Add some marks to their drawings, which they give meaning to. For example: “That says mummy. ▪ Make marks on picture to represent name ▪ Begin to attempt to write name with some recognisable letters  First letter of name ▪ To begin to understand that own marks represent meaning  Point to marks  Talk about made marks, label marks. | Geometry Recognising, naming and matching colours Sorting by various attributes Continuing AB patterns Measurement Using the language of size Number & Place Value Grasping the Counting Principles Comparing amounts of objectsColours (2 weeks) Recognising, naming and matching colours Sorting (2 weeks) Sorting by various attributes Pattern (2 weeks) Continuing AB patterns.Size (1 week) Using the language of size Counting Principles (2 weeks) One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle Comparing (2 weeks) Comparing amount of objects |
| **Nursery****SPRING****Bears****(Teddy Bears Picnic)****(ART24,27)****Spring has Sprung (ART 29)****ICT ARTICLE- 17** | Food changes and decayChinese New YearSpring and Seasonal Change Farm animalsLifecyclesMothers’ Day Easter(IWB activities and skills continued, Moving Toys, remote controls, Introduce CD player, E-safety focus) | Textiles- Spr 1Printing – Spr 2Music and movementBear Hunt danceChinese new year dragon danceSinging songsMaking rhythms independentlyChanging sounds Write danceDough DiscoRole play- explorers, toy shop, Three Bears House, Bear hunt/cave, farm. | Heartsmart – Too much selfie isn’t healthy (I love others)Heartsmart – Don’t rub it in, rub it out! (I am a good friend)Begin to understand and talk about how others might be feeling and the reasons why, and talk to resolve conflicts.Settle at activities, increasing independence.Begin to share and take turns with others and to extend and elaborate play ideas with others   | The Stories Jesus Heard (The Bible)The Stories Jesus Told (Parables)EasterHoli (Hindu festival)Values- Forgiveness, compassion and Love | **Gross Motor-** Continue to develop movement of walking and running, climbing skills, balancing skills, riding skills Continue to develop ball skills, use large muscle movementLearn to hop Begin to learn to skip, remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team activities, match developing physical skills to tasks and activities in setting Choose the right resource to carry out chosen plan Begin to collaborate with others to manage large items **Fine motor**- Write Dance and Dough DiscoShow preference a for a dominant hand Continue to learn to use a knife and fork Increase independence getting dressed and undressed Use a range of one-handed tools and equipment Continue to develop a comfortable grip with good control when holding pens and pencils. | **Reading**- Continue to develop phonological awareness, join in with P1 activities, aspects 1 to 7, tune into alliterative words, begin to identify / hear some initial phonemes in words, Begin to participate in oral blending/segmenting activities Clap syllables in own name.Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary Continue to develop an understand the five key concepts about print: Handle books carefully & correctly, Name some book parts …. *title / blub,* Print has meaning – recognise some new logos, Begin to understand what a word / letter is … *letter / word*, Follow print left to right and begin to use 1:1 correspondence ,Know where to start reading … *first* Read own name without visual support **Writing-** Begin to use some print / letter knowledge in writing. Symbols- lines/circles, recognisable letters, left to right, top to bottom.Begin to engage in purposeful mark marking Attempt to write name, using name card, with some recognisable letters, some correctly formed  | Number & Place Value Understanding Number 1 -6, Number 1-4 Counting to 1 Finding 1 object, 1 being the first number, its position on a number line, ordinal numbers, Numicon 1, Dice 1, Subitising 1Representing 1 on a 5 frameA circle – 1 sides shape (including in the environment, 1 action e.g. 1 hop, 1 jump, 1 clap, The numeral and formation of 1, Number 1 in the environmentRepresenting 1 using marks, pictures and fingerMatching numeral to quantityNumber 5 and 6 as above (3 is a part of me, 2 is a part of me; 4 is a part of me, 1 is a part of me) Explain 6 as being 5 and 1 more |
| **Nursery****SUMMER****Journeys and Transport****(ART 13)** **Summer in the Garden (ART 29)****ICT ARTICLE 17** | PlacesWhere we live and mapsVehiclesSummer and seasonal changeIn the Garden (insects and minibeasts/lifecycles)Fathers day(IWB activities and skills continued.BeebotsIntroduce iPadDigital cameraCD playerUsing technology for aPurpose) | Sculpture- Sum 1Collage – Sum 2Music and MovementIdentifying songs and musicParachute gamesEnd of year performance Role play- Transport role play- bus, station, travel agents, Minibeast garden. | Heartsmart – Fake is a mistake (I tell the truth)Heartsmart – No way through, isn't True (I can do it!)Talk about feelings using a range of words, find ways to be assertive,Be increasingly independent in meeting own care needs*,* make healthy choices about food, drink, activity and toothbrushing Transition  | FriendshipSpecial Places (Places of Worship e.g. Mosque, Church, Gurdwara)PrayerSpecial Times- Links with Non-Christian Faith celebrationsValues- Faith, Hope and Love | **Gross Motor-** develop riding skills, ball skills, use large muscle movements Remember some sequences and patterns of movement related to music and rhythm Take part in some group team activities Match developing physical skills to tasks and activities in setting Choose the right resource to carry out chosen plan Collaborate with others to manage large itemBegin to refine movement of walking and running,climbing skills, balancing skills Learn to skip **Fine Motor-** Use one-handed tools and equipment. Eat independently using a knife and fork Be increasingly independent getting dressed and undressedUse a comfortable grip with good control when holding pens and pencils. | **Reading-** Talk about rhyming words and begin to create rhyming strings Hear and say initial sounds in words Explore and talk about different voice sounds, enunciating some phoneme correctly Participate in oral blending/segmenting activities Clap syllables in words Engage in extended conversations about stories and nonfiction texts, learning & using new vocabulary Use the five key concepts about print: Identify a word in a sentence and understand it carries meaning, identify a letter in a word, Name parts of book and show awareness of page number … *page number,* develop understanding of word / letter, Follow print, know it is read from top to bottom & use 1:1 correspondence Read own name in a variety of fonts/context **Writing-** Use knowledge of print / letter knowledge in writing Begin to match some letters to phonemes e.g. m for mummyEngage in purposeful early writing Write name, from memory, with correct letter formation | Shape & Space Positional Language Focus on properties of shapesTime- My Day Ordering events of the day Length and height Long, short, tall and comparing lengths.Weight- Light and heavy and comparison Capacity Full, half full, empty and comparison Positional language-Using language related to position and direction.CONSOLIDATION OF NUMBERS 1-6 |

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|  | **Understanding the World (see med term plans)** | **EAD (Expressive Arts and Design- See med term plans) ) ART 13, 29, 31** | **PSED (see Heartsmart/whole school PSHE doc)****ARTICLE 12, 7,8,, 15)** | **RE (ARTICLES 14,31)** | **Physical Development (ARTICLES 31, 24)** | **Literacy (Reading and Writing) (ARTICLE 13,17)** | **Maths- (Using White-Rose Reception Guidance)** |
| **Reception****AUTUMN****Traditional Tales from Around the World** **(ART 29/30)****When I grow Up…….****(ART 5,6,7,8,9,10, 24,27, 28,29)** **ICT ARTICLE 17** | Places- Where we live/African villageAutumn and seasonal change/Bonfire night and Diwalli Jobs and occupations (People who help us)Winter/cold places and seasonal changeRemembrance Christmas(Technology: Everyday technologyEffective use of IPADs and IWB Beebots, iPads, introduction to laptops.Using Google maps) | Painting- Aut1Drawing-Aut2Dance- The UK/Weather Music Express- Special people (Beat and Tempo)Stories and sounds (Structure)Music (Africa)- Come to the Serengeti songUse of a range of instruments including bongo drumsMusic (When I Grow Up)-Living in the city song Being someone new song My Snowman poemNativity songs and performanceRole play- home corner, African roundhouse, police/fire station, post office. | Heartsmart – Get Heart smart (Meet Boris)Heartsmart – Don’t forget to let love in (I am special)Compromise and negotiate, name emotions, set goals and begin to know how to stay calm, begin to talk about health and wellbeing (teeth etc), Begin to see self as a valuable individual. | I am special (diversity)Harvest (Sukkot- Jewish Harvest)DiwalliSpecial people (inc those who help us)Christmas (Births and birthdays, The Nativity)(Hannukah)Values- Thankfulness, Respect and Love  | **Gross Motor Skills** Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Begin to develop overall body-strength, balance, co-ordination.Begin to combine different movements with ease and fluencyChange movements / directions quickly ▪Begin to confidently and safely use a range of large and small apparatus indoors and outsideFurther develop and refine a range of ball skills including: throwing, catching, kicking/Use different sizes / types of balls – in pairs**Fine Motor Skills** ▪ Use a comfortable grip with good control when holding pens and pencils, Consolidate tripod grip Continue to develop small motor skills using pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons **PE- Stretching shapes (Gym),**  | **Reading** - ***(Revise Phase 1/ Phase 2/3 letters and Sounds phonics)***Beginning to retell stories and narratives using their own words and recently introduced vocabulary.Re-reading books to build up our confidence in word reading, fluency, understanding and enjoyment Concepts about print- left-right, 1:1 correspondence.Beginning to read simple words we can blend such as “cat” and “it” as well as some common words. Beginning to read a few common exception words such as I, to,go, no the, into.**Writing** -Write name correctly Use correct letter formation Use some of their print and letter knowledge in their early writing ▪ Begin to form lower-case letters correctly ▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs … spell. Use □ initial sounds □ VC □ CVC words Write labels, Begin to write lists & captions, focusing on …label, caption, space Oral rehearsal / vocabulary, Begin to reread what they have writtenWRITE STUFF- Word jotters and writing sentences in pairs | Match and sortCompare amountsComparing mass, size and capacityPattern- ABRepresenting, comparing and compositions of 1,2,3 (identical and ono-identical objects)Circles and trianglesPositional languageRepresenting numbers to 5Addition and subtraction – Change within 5.* One more
* One less

Measurement – Time.* My day
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| **Reception** **SPRING****Toys/ Life in the past****ART 31, 13,24****Growing (Fruit and Veg)**ART24,29**ICT ARTICLE 17** | MaterialsChinese New YearSpring and Seasonal Change Plant growthMother’s Day Easter(Everyday technologykeyboard skills, typing our names and wordsFocus on E-safety) | Textiles- Spr 1Printing – Spr 2Dance- Fictional characters (Julia Donaldson)Music (Materials)- Recycled robot songMake instruments with recycled objectsMusic (Plant growth)-Growth and Change (Loud and Quiet) Sunflower seeds songGrowing up songMoving patterns (Structure)/Going Places (High and Low)Role play-Toy shop/museum, garden centre, Jack and the Beanstalk  | Heartsmart – Too much selfie isn’t healthy (I love others)Heartsmart – Don’t rub it in, rub it out! (I am a good friend)Express feeling and think about the feelings of others, think about the perspective of others, talk about good health/wellbeing inc screentime. See self as a valuable individual and build respectful relationships.  | The Stories Jesus Heard (The Bible)The Stories Jesus Told (Parables)EasterHoli (Hindu festival)Values- Forgiveness, compassion and Love | **As above including: Gross Motor**Continue FMS, Begin to progress towards a more fluent style of moving, with developing control and grace ▪Develop overall body-strength, balance, co-ordination and agility. ▪Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪Combine different movements with ease and fluency ▪Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪Further develop and refine a range of ball skills including: passing, batting and aiming**Fine Motor**▪Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: Effective pencil grip, Correct letter formationIn addition- e-safety, road safety, managing risks.**PE- Balance (gym), Beanbag skills (invasion)** | **Reading – (Phase 2/3 letters and sounds phonics)**Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play…fiction, non-fiction, setRetell story in small world / role play (in correct sequenceTake on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why …because Begin to anticipate - where appropriate - some key events in stories …predict / prediction Oral blending and segmenting - Say the sound for each letter of the alphabet, double letters, consonant digraph.Begin to read words consistent with their phonic knowledgeCVC words ▪ Read some common exception words▪ Read simple phrases / sentences.Writing▪Form most lower-case and capital letter correctly ▪Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪Write captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter- Include word spacing Orally rehearse caption of sentence before writing ▪Re-read what they have written to make sure it makes sense ▪Begin to write a variety of □ fiction and non-fiction sentences / captionsWRITE STUFF- Writing sentences in pairs moving to Just Me sentences | Introducing zero,Comparing numbers to 5 Composition of 4 & 5Compare Mass and capacity- Full and Empty, Hold most, least, heavier, lighter than.Numbers- 6, 7 & 8,Making pairs and combining 2 groupsLength & Height- longer, shorter, taller, breadth- narrower, wider.Time- SequencingComparing 9 and 10, number bonds to 10.3D shape and pattern- ABB, AAB, AABB, AABBB. |
| **Reception****SUMMER****Our World and Beyond (Space)****ART 3, 29, 13,24,27****The Seaside****ART- 31, 29****ICT ARTICLE 17** | Places/the worldEnvironmentsEnvironmental issues/recycling Summer and seasonal changeBeach habitat Father’s Day(Everyday technologykeyboard skills continuedPhotos and videos) | Sculpture- Sum 1Collage – Sum 2Music (Our World and Beyond)Space hopper take me to Mars songLet’s recycle songMusic (Seaside)-Sea creatures songCamille Sainte-Saens: Aquarium (melody played by the flute, accompanied by strings and piano) Our senses (Timbre)Role play- Space station/rocket, beach, seaside shop, ice cream shop, Treasure island. | Heartsmart – Fake is a mistake (I tell the truth)Heartsmart – No way through, isn' True (I can do it)TRANSITIONBegin to regulate behaviour, control immediate impulses, show resilience, perseverance and independence, explain reasons for rules/right and wrong), Manage self care and know about healthy food choices, form attachments, be sensitive.  | FriendshipSpecial Places (Places of Worship e.g. Mosque, Church, Gurdwara)Ramadan?PrayerSpecial Times- Links with Non-Christian Faith celebrationsValues- Faith, Hope and Love | **Martin Harvey formal handwriting lessons.****Gross Motor**▪Negotiate space and obstacles safely, with consideration for themselves and others ▪Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**Fine Motor Skills** ▪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.I**n addition- sun safety, dressing and undressing independently for PE.** **PE- Ball skills at the zoo, Fun with quiots and cones (athletics), Bats and balls at the circus (net games), Fun games with our friends (Outdoor adventure)** | **Reading** – **(Phase 3/4 (5) Letters and Sounds phonics)** Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary …sequence ▪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. Begin to notice some relationships between one text and another Begin to comment on perceived links with own life experience or other experiences, e.g. films, booksRead aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words**Writing**-Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCsWrite simple phrases and sentences that can be read by others Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story *(e.g. using story map/*planner), Instructions WRITE STUFF- Just Me sentences using “chotting” for ideas. | Geometry – Exploring patterns.* Making simple patterns
* Exploring more complex patterns

Addition and subtraction – Counting on and back.* Adding by counting on
* Taking away by counting back

Number and place value –Numbers to 20.* Counting to 20

Multiplication and Division – Numerical patterns.* Doubling
* Halving and sharing
* Odds and evens

Measurement – Measure |

NOTE: Communication and Language is not specifically planned for across the year. All aspects of developing C and L is considered throughout daily classroom practice, continuous provision, sessions such as circle time, guided reading and guided talk sessions (WELLCOMM in Nursery) and clear classroom rules and routines. Vocabulary is taught explicitly as part of literacy using the “Write Stuff” vocabulary lenses. Observations next steps and target setting support the development of individuals. Intervention programmes such as narrative therapy/SALT support children who are not making the expected progress.