

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	In My House Nursery rhymes, healthy me, role-play	Magical Me All about me, community, people who help us, healthy me.	Materials Magnetism, The three Little Pigs, Seasons.	On the Move Vehicles	Ready Steady Grow Planting, life cycles.	In the Future Superheroes, space, machines and robots.
Personal, Social & Emotional Development	<p>Separates from main carer</p> <p>Selects activities and resources.</p> <p>Shows some understanding of routines.</p>	<p>Develops friendships.</p> <p>Begins to initiate play.</p> <p>Confident to talk to others about own needs, wants, interests and opinions.</p> <p>Adapt behaviours to different events, social situations and changes in routine.</p>	<p>Confident to speak in a familiar group.</p> <p>Can join in a range of activities that interest them.</p> <p>Begins to tolerate delay</p>	<p>They can take turns and share, sometimes with support from others.</p> <p>They are confident to talk to other children when playing together.</p> <p>They show some awareness of other children's needs.</p>	<p>Play as part of a group, and know how to make friends with others.</p> <p>Are aware of their own feelings and know that some actions and words can hurt others' feelings.</p> <p>They can talk about what they need and what they enjoy doing, and make choices about the activities they prefer.</p> <p>They select and use resources with support.</p>	
Communication & Language	<p>Uses simple sentences and builds up vocabulary that reflects their experiences.</p> <p>Understands more complex sentences (now and next)</p> <p>Uses a variety of questions 'why, where, who'?</p> <p>Shows interest in songs, rhyme and short stories.</p> <p>Responds to instructions.</p> <p>Listens to others in a small group.</p> <p>Can identify familiar objects by the way in which they are used.</p>	<p>Asks 'how' and 'why' questions.</p> <p>Listens and responds to ideas expressed by others in conversations or discussions.</p> <p>Uses language to imagine and recreate roles.</p> <p>When listening to familiar stories and rhymes can join in at relevant points with repeated refrains and phrases and can anticipate key events.</p>		<p>Uses more complex sentences.</p> <p>Questions why things happen and give explanations.</p> <p>Uses a range of tenses.</p> <p>Can connect ideas using talk, actions or objects and can retell a simple past event in correct order.</p> <p>Respond to instructions when, for example, they are asked to get or put away an item, and understand the meaning of words such as 'on', 'under'.</p>		
<p>Colourful semantics Language steps Lola's Listening rules- Ross Bailey</p>						

Physical Development	<p>Tell adults when hungry or tired or when they want to rest or play.</p> <p>Usually manages washing and drying hands.</p> <p>Dresses with help.</p>		<p>Begins to observe the effects of activity on their body.</p> <p>Moves freely and with pleasure in a range of way two fingers.</p> <p>Can tell adults when they are hungry or tired or when they want to rest or play.</p> <p>Can dress with some assistance and can usually manage personal needs such as washing their hands and toileting.</p>		<p>Travels around, under, over and through balancing equipment.</p> <p>Maintains balance when concentrating.</p> <p>Runs skilfully negotiating space, speed and direction. Begins to form letters using anticlockwise movements</p> <p>Independent in dressing and self-care.</p>	
Physical Development Aspire sports	<p>Transition Nursery carryout PD in outdoor area during transition.</p> <p>Ring games/ using outdoor equipment.</p>	<p>Ball skills/ games.</p> <p>Circle games</p>	<p>Dance linked to traditional stories.</p> <p>Out of the Ark stories/ cultural music.</p>	Gymnastics	Using the small apparatus	Using the large apparatus
Writing PD- Handwriting	<p>Begins to use three fingers to hold writing tools.</p> <p>Begins to draw lines and circles using gross motor movements.</p> <p>Begin to make anti-clockwise circles.</p> <p>Distinguishes between marks they make, giving meaning to their marks.</p> <p>Begins to show preference for dominant hand.</p> <p>Give meaning to marks they make as they draw, write and paint.</p>		<p>Begins to hold pencil near point between first two fingers and thumb and uses it with developing control</p> <p>Can copy some letters, e.g. letters from their name</p> <p>Ascribes meanings to the marks they make, reading back their own writing.</p> <p>Can hear and write initial letter sounds.</p> <p>Writes from left to right.</p>		<p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>Able to form the letters in their name correctly, including using capital letters at the start of their name.</p> <p>Able to form all the letters with set one joining set with correct formation e.g. <i>a,c,d,e,h,i,k,l,m,n,s,t,u</i>.</p> <p>Can segment words orally, and use some clearly identifiable letters to communicate meaning, writing some sounds correctly and in sequence.</p> <p>Begins to write CVC words such as c-a-t independently.</p> <p>Attempts familiar forms of writing e.g. lists, messages.</p>	

<p>Reading</p>	<p>Has some favourite stories, rhymes and songs.</p> <p>Recognises own name.</p> <p>Repeats words and phrases from favourite stories</p> <p>Phonic programme- phase 1</p> <p>Rigby star- Lilac level</p> <p>Beat baby.</p>		<p>Develop attention and concentration span.</p> <p>Uses talk to retell and ask questions.</p> <p>Know that print carries meaning.</p> <p>Show interest in books and can suggest how a story might end.</p> <p>Begins to hear and say initial sounds in words.</p> <p>Phonic programme- phase 2</p> <p>Rigby star- Pink level</p> <p>Reading readiness programme/ guided reading.</p>		<p>Hears and says initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Joins in with rhyming and rhythmic activities.</p> <p>Able to recall key events and characters from familiar stories.</p> <p>Rigby star- Red level books</p> <p>Phonic programme- phase 2/ begin phase 3.</p> <p>Guided reading sessions.</p>	
<p>Poetry</p>	<p>A Busy Day By Michael Rosen Poetry by Heart</p>	<p>Fireworks! By Judith Nicholls Poetry by Heart</p>	<p>One, Two, Buckle my Shoe Poetry by Heart</p>	<p>The Train Journey By Brenda Williams Poetry by Heart</p>	<p>Here is the Seed By John Foster Poetry by Heart</p>	<p>The Jigaree By Joy Cowley Poetry by Heart</p>

<p>Mathematical Development</p>	<p>Uses number names in play, compares quantities, recites number names in sequence and uses language such as 'more' and 'a lot'.</p> <p>Can compare properties of objects which are 'big' or 'small'.</p> <p>Show curiosity about numbers by offering comments or asking questions.</p> <p>One to one correspondence 1-5 then to 10.</p> <p>Recites numbers 1-5 then to 10.</p>	<p>Recognising when the sets contain the same number of objects.</p> <p>Find one more or one less from a group of up to 5 then 10 objects.</p> <p>Separates groups of objects in different ways beginning to recognise that the total is still the same.</p> <p>Can compare the position of objects in relation to one another such as whether one is 'behind' or 'next to' another.</p> <p>Uses shape appropriately for tasks.</p> <p>Identify and describe shapes in simple models, pictures and patterns.</p>	<p>Uses language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Recognises numerals 1-10, then to 20.</p> <p>Can count using 1-1 correspondence up to 10, then 20.</p> <p>Can add two groups of objects together (2 single digit numbers).</p> <p>Match and compare the numbers of objects in two groups of up to 5, then 10 objects</p> <p>Measure- orders items by length or height.</p> <p>Selects a particular named 2D shape.</p>
<p>Understanding of the world</p>	<p>Talks about family and some significant experiences.</p> <p>Imitates everyday actions and events.</p> <p>Begins to have own friends.</p> <p>Show an interest in aspects of their familiar world such as the place where they live or the environment.</p> <p>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Shows interest in and talks about plants, animals and environment.</p> <p>Can recognise some special times or events in their lives and the lives of others.</p> <p>Are curious and interested about why things happen and how things work.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Talk about past and present events in their own lives.</p> <p>Know some of the things that make them unique, and can talk about some of the ways they are similar to, or different from their friends or family.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Use age appropriate ICT hardware to complete a simple programme.</p>
<p>Expressive Arts and Design</p>	<p>Drawing / painting / colour mixing</p> <p>Join in dancing games,</p> <p>Sing a few familiar songs.</p> <p>Food technology- food linked to festivals</p>	<p>Modelling / construction kits</p> <p>Explore and differentiate between colours.</p> <p>Sing to themselves, explore sounds, and tap out simple repeated rhythms.</p> <p>Engage in imaginative play and role-play based on their experiences.</p> <p>Food technology –baking</p>	<p>Collage / printing / fixing & fastenings</p> <p>Imitate and create movement in response to music.</p> <p>Begin to describe the texture of things.</p> <p>Create 3D structures.</p> <p>Create simple representations of events, people and objects.</p> <p>Food technology – fruits and vegetables/ picnic foods</p>

Role-play	Home corner/ cafe/ shops Role-play linked to theme or book, children's interests					
Characteristics of effective learning	Finding out and exploring	Playing with that they know and being willing to 'have a go'	Making links Choosing ways to do things.	Having their own ideas	Being involved and concentrating	Keep on trying. Enjoy achieving what they set out to do.
Parental workshops	Transition - PSED focus Communication and language workshop. Reading workshop		Gross and fine motor workshop Numicon/maths workshops		Writing workshop Transition to reception	
Target Tigers	X4 children are selected per week per class as 'target tigers' Parental meetings weekly at 3.30pm.					
After school workshops	SALT workshop for target group. Literacy games introducing 'Play Club Projects' and lending library.					
Educational Visits and Visitors	Visitors- school nurse and school cook.	Visitors- community police	Lego workshop Welly Walk Handsworth Park	Go Kart party/ diggers	Handsworth Park picnic. Ranger sessions. Living caterpillar project	Transition- meeting new class teacher. Graduation.
	Local visits to the shop, post office etc Class visitors to speak about celebrations etc Forest school.					