

Autumn - Ourselves		Spring - Fairytales	Summer - Out and About/Farm	
PESD	Making relationships	Making new friends getting to know adults in the unit and school. Adults modelling considerate and responsive behaviour. Eating in lunch hall	Buddy reading with yr 3/4 Circle time	Making new friends on big playground break time/ lunch time. Transition session for YR 1
	Managing feelings/behaviour	Settling into to school, class rules. Using feelings pots Special person Activities that promote sharing and taking turns. Activities that promote understanding of feelings, i.e. Colour Monsters	Star of the week Special person Talking about behaviour of characters in fairy tales e.g. Goldilocks	Going into assemblies Taking part is important in sporting events. Star of the week Special person Transition session for YR 1
	Self-confidence and awareness	Treasure boxes All about me books Special assembly/Christmas production Small group/ talk partner discussion opportunities	Carpet sharing time Children as ready into KS1 assembly. Special assemblies	All children to go on big playground at play times/lunch times Carpet sharing time All children into whole school assembly. Special assembly Transition session for YR 1
Mathematics	Numbers	Sorting, counting natural objects Counting name labels and necklaces in role play area Recognising numbers to 10. Making/ recognising patterns Counting rhymes Recognising number patterns on dice	Counting and recognising numbers to 20. Odd and even writing numbers, one more/less than number up to 10 Estimating most, least, counting to check Ordering groups by quantity	Number bonds , Double numbers Counting in patterns, using 100 square Writing numbers Adding and subtracting Filling in missing numbers on a number line Recording amounts/scores using tallying
	SSM	2D shape Our day Ordering by size Making patterns Positional language Measurement	3D shapes Time to the hour Problem solving Measurement Ordering and comparing Patterns Positional language to recreate patterns	Describing properties of shapes. Days of the week and time vocabulary. Recognising and creating patterns Measurement

Literacy	Reading	<p>Introduction of Jolly phonics</p> <p>Rhyming words</p> <p>Words of the week</p> <p>Individual reading/ group reading</p> <p>Speech bubbles/thought bubbles</p> <p>Special person reading names for register</p>	<p>Fairy tale books</p> <p>Linking size of text to volume of voice when reading</p> <p>Information books- frogs</p> <p>Words of the week</p> <p>Introduction of grapheme frames</p> <p>Individual reading/ group reading</p>	<p>Leaflets, postcards, information books, story books</p> <p>Words of the week</p> <p>Individual reading/ group reading and activities</p> <p>Giving instructions by sounding out words i.e. 'Put your hands on your l-e-g-s</p> <p>Provision of activities that require reading letter sounds/words i.e. Farm bingo</p>
	Writing	<p>Funky Fingers activities</p> <p>Name writing, letter formation.</p> <p>During free flow activities – writing Labels, thank you letter, thought bubbles, prescriptions, garage forms, invitations</p>	<p>Name writing, letter formation, font size.</p> <p>Menus, sorry letter, invitation, speech bubbles, diary, posters, plans, descriptive writing, writing questions</p> <p>Labels</p>	<p>Sentences, format and punctuation</p> <p>Letter formation</p> <p>Postcards, Lists, labels, descriptive writing, writing questions</p> <p>Using resources to aid writing</p>
Communication	Listening and attention	<p>Carpet session expectations introduced and reinforced.</p> <p>Directive instructions through games and teaching i.e Playing Simon says...</p> <p>Seasonal walk – Listening to sounds they can hear.</p>	<p>Use of speaking/listening book</p> <p>Singing/ action rhymes, learning poems and following sound patterns</p> <p>Music/ story CD's in book corner and garden</p> <p>Seasonal walk – Listening to sounds they can hear.</p>	<p>Talk time Speech mark recorders</p> <p>Continuing sound patterns and making up own.</p> <p>Seasonal walk – Listening to sounds they can hear.</p> <p>Transition session for YR 1</p>
	Understanding	<p>Following and explaining instructions.</p> <p>Predicting what will happen next in stories.</p> <p>Giving reasons, speculating i.e. What happened during the season autumn?</p> <p>Answering questions, verbally and practically, i.e. labelling autumn objects.</p> <p>Making Autumn display</p> <p>Role play provision - Doctor's and Dentist surgery</p>	<p>Retelling stories using a variety of props</p> <p>Spring walk – explaining changes we see</p> <p>Sequencing life cycle of frogs.</p> <p>Talking about the feelings of the characters in fairy stories</p> <p>Making 'Life-cycle of frog' display and Spring display</p> <p>Role play provision – costumes and props to act out different Fairy stories</p>	<p>Explaining the area we live in – land marks, shops, river, play park etc.</p> <p>Explaining day in the life of a farmer, farm animal.</p> <p>Explaining the care of animals</p> <p>Transition session for YR 1</p>
	Speaking	<p>Sharing Treasure boxes</p> <p>Provision for activities that require collaboration.</p> <p>Role play</p> <p>Puppets</p>	<p>Sharing and showing models/ work they have done with adults and class</p> <p>Using talk partners at carpet time</p> <p>Role play</p> <p>Puppet shows</p>	<p>Using talk partners at carpet time</p> <p>Puppets</p> <p>Transition session for YR 1</p>

**People and communities/
sense of time**

Celebrating Christmas, Divali, Bonfire night
Harvest festival
People who help us: Police, nurses, fire fighters.
People who help us – School community display
All about me book, sharing treasure box
Sequencing growth from baby to old person
Sharing baby photos, creating a gallery.
Discuss development of new skills e.g. walking, talking, running
Text ‘Once there were Giants’ – a book on growth and the human life cycle
Birthday wall display

Old and new toys – comparing similarities and differences, and considering changes
The stories Jesus told- The lost sheep. Other Bible stories
Easter new life and celebration, Candlemas, Chinese New Year,
Story of Joseph, Noahs Ark
Sorting clothes into seasonal suitcases.
What activities do we do in spring/summer?
Seasonal cycles of trees.
Birthday wall display.

Special people and places-Visiting the Baptist church/St Peters. Baptisms and weddings
Learning about special peoples roles
Church role play area
Farms and farmers - role
Revisit Christmas, Easter, Diwali, Chinese New Year, Bonfire Night.
Place celebrations into timeline.
Discuss past birthday celebrations.
Sequencing development of frogs.
Birthday wall display

**The world/
sense of place**

Seasonal changes- Autumn.
School tours
Visiting the allotments
Belonging
Cooking/changing states
Small world/ cars/trains
Village walks

Seasonal changes and growing
Visiting the allotments
Cooking/ changing states
Small world/cars/trains
Village walks

Studying local environment
Visiting the allotments
Cooking/changing states
Small world/cars/trains
Village walks
Google Earth
Farm visit

Technology

Learning how to use the interactive whiteboard – completing click and drag functions.
Using ‘Paint’ programs in a creative way.
Exploring BeeBots.
Using Tizzy program to create firework pictures.
Developing skills to use the mouse and keyboard.
Playing phonic, number and puzzle programs.
Exploring telephones, keyboards, calculators and voice recorders within the ICT Area and role play areas.

Independently logging on and off the computer.
Selecting objects, clicking and dragging across the screen.
Using BeeBots, thinking about positional and directional language.
Using a talking book to record a description of an imaginary shoe.
Using a digital camera to take photos of signs of Spring.
Using a story package to create own fairy stories.
Making story maps/treasure maps linked to fairy stories.

Continuing to use ‘Paint’ programs to create pictures, e.g. creating own minibeast.
Using BeeBots to follow a chosen route, e.g. planning routes from the farm to deliver eggs.
Using IT to support learning, e.g. playing Phonics games, listening to stories etc.
Selecting technology to use, e.g. using microphones, tablets & CD players.
Understanding the purposes of technology, e.g. a camera takes photographs that can be printed.
Independently using a variety of technology, e.g. selecting programs on the computer, recording messages on talk buttons etc

		<p>Developing an understanding that technology is used in the wider world and exploring this in our school.</p> <p>Recognising that everyday devices respond to signals and instructions.</p>	<p>Using real technology to support play and know how to operate simple technological equipment.</p> <p>Understanding how to keep safe online (The Adventures Of Smartie The Penguin).</p>	
	Exploration and investigation	<p>Seasonal changes –Autumn/Winter</p> <p>Human body: skeletons, muscles</p> <p>Sensory work</p> <p>Cooking –soup, apple crumbles, birthday cakes</p> <p>Reflective clothing (People who help us)</p> <p>Solid to liquids –ice/water</p> <p>Visiting allotment</p>	<p>Seasonal changes –Winter/Spring</p> <p>Materials and waterproof</p> <p>Pushing and pulling</p> <p>Birdwatch – making bird feeders</p> <p>Planting beans, spring bulbs</p> <p>Visiting allotments</p> <p>Cooking –porridge, birthday cakes</p>	<p>Seasonal changes –Spring/Summer</p> <p>Electricity and magnets</p> <p>Minibeasts</p> <p>Tadpoles</p> <p>Living and non-living science detectives</p> <p>Planting and growing vegetables</p> <p>Visiting allotments</p>
Physical	Health/safe care	<p>Hand washing, healthy food visiting allotments. Looking at the effect exercise has on our body</p> <p>Fastening clothing/coat</p>	<p>Using large apparatus safely</p> <p>Fastening clothing/coat</p>	<p>Sun safety</p> <p>Fastening clothing/coat</p>
	Moving/ Handling	<p>Term 1 - Games</p> <p>Term 2 - Games</p> <p>Parachute games</p> <p>Bee Fit</p> <p>Scooter/Bike licence</p> <p>Developing good pencil control</p> <p>Scissor control</p> <p>Funky Fingers</p>	<p>Term 3- Gymnastics with large apparatus</p> <p>Term 4 – Dance</p> <p>Bee fit</p> <p>Adventure trail</p> <p>Parachute games</p> <p>Pencil control</p> <p>Controlling large Wheeled equipment</p>	<p>Term 5 – Games</p> <p>Term 6 - Athletics</p> <p>Bee fit</p> <p>Parachute games</p> <p>Sports day</p> <p>Pencil control</p> <p>Controlling large wheeled equipment</p>
Expressive Arts /Design	Exploring and using media and materials	<p>Famous artist: Wassily Kandinski</p> <p>Colour mixing Kandinski pictures</p> <p>Observational drawing of ourselves</p> <p>Black pen drawings</p> <p>Free choice painting</p> <p>Printing</p> <p>Diwali – exploring spiced play dough creating rangoli patterns</p> <p>Exploring clay –creating clay diva lamps</p> <p>Exploring a variety of coloured play dough, salt dough, cornflour.</p>	<p>Famous artist : Claude Monet</p> <p>Chinese New Year activities</p> <p>Collage materials to create fairy tale character</p> <p>Paper machie bowls</p> <p>Weaving using a large frame/netting</p> <p>Exploring how to create a simple running stitch –collaborative art work</p> <p>Clay –Diva Lamps</p> <p>Free choice painting</p> <p>Printing</p>	<p>Famous artist :Steven Brown</p> <p>Mixed media to create farm animal's pictures</p> <p>Mark making; stippling, dashes, swirls.</p> <p>Free choice painting</p> <p>Printing</p> <p>Exploring a variety of scented play dough, salt dough, cornflour etc</p>

**Being
imaginative**

Role play : house, doctors surgery, dentist,
garage, school,

Exploring a variety of textured play dough,
salt dough, cornflour etc

Role play: The Gingerbread man, Little red
riding hood, Jack and beanstalk, 3 bears
house, shoe shop (Elves and the Shoemaker)

Role play: Farm shop, river bank, church, artist
studio, house, Zoo, vets.

Music

Sing simple songs
from memory
How sounds can be changed
Clapping and playing simple rhythms
Simple rhythms
Maintaining a steady pulse
Christmas show

Singing songs
How sounds can be
changed (adding
music to stories)
simple composition

Singing songs
Making musical instruments Recognise
repeated
sounds and sound
patterns (rhythm)
simple composition
Movements to music

Charanga - ME

Charanga :-

Spring term 1 - EVERYONE

Spring term 2 - OUR WORLD

Charanga :-

Summer term 1 - BIG BEAR FUNK

Summer term 2 - REFLECT, REWIND, REPLAY

Design make

Introducing joining materials sellotape,
masking tape, glue sticks

Introducing joining resources- runny glue,
string, wool, hole-punch.
Introduce planning sheet
Using real tools

Introducing joining resources- treasury tags,
paper clips,
Planning sheets