

		Autumn 1								Autumn 2						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PRIME AREAS	C&L	CL underpins all areas of learning & development. Back & forth interactions form the foundations for language & cognitive development. The number & quality of the conversations children have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children & engaging them actively in stories, non-fiction, rhymes & poems, provide opportunities to use & embed new words in a range of contexts. Through conversation, story-telling & role play, where children share their ideas with support & modelling, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.														
	C&L	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary throughout the day. Develop social phrases. Engage in story times; listen to and talk about stories to build familiarity and understanding. Listen carefully to and learn rhymes, poems and songs, paying attention to how they sound. Use new vocabulary in different contexts. EAD: Develop storylines in their pretend play.														
	PSED	PSED is crucial for children to lead healthy & happy lives and is fundamental to cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist & wait for what they want & direct attention as necessary. Learn how to look after their bodies, including healthy eating, & manage personal needs independently. Learn how to make good friendships, co-operate & resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school & in later life.														
	PSED	Staggered Start/ Transition activities	Self-Regulation: My feelings Express my feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally						Building Relationships: Special Relationships Build constructive and respectful relationships							
			To identify my feelings	To identify and express my feelings	To explore coping strategies	To describe my feelings	To explore facial expressions	To identify different feelings	To talk about my family	To talk about the special people in my life	The importance of sharing	To see ourselves as valuable individuals	To explore diversity			
	PD	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.														
	PD fine motor skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently; pencils for drawing and writing, paintbrushes, scissors. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.														
PD PE Gross motor skills	Staggered Start/ Transition activities	Revise and refine fundamental movement skills they have already acquired Further develop the skills they need to manage the school day successfully: • lining up and queuing as well as mealtimes. Locomotion: Walking Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game						Revise and refine fundamental movement skills they have already acquired Locomotion: Jumping • Explore/develop jumping • Apply jumping into a game • Jumping for distance • Explore jumping high • Explore hopping						Assessment		
SPECIFIC AREAS	Literacy:	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension & word reading. Language comprehension (necessary for both reading & writing) starts from birth. It only develops when adults talk with children about the world around them & the books (stories and non-fiction) they read with them, & enjoy rhymes, poems & songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) & the speedy recognition of familiar printed words. Writing involves transcription (spelling & handwriting) & composition (articulating ideas & structuring them in speech, before writing).														
	Literacy: Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. Additional Texts: Oxford Owl Family Poems, There's a hole in my tooth, Space poetry and non-fiction texts about space, Stories and non-fiction texts about celebrations across different cultures.														
	Literacy: Writing	Staggered Start/ Transition activities	Where the Wild Things Are Maurice Sendak Own version 'wild thing' narratives, Labels, captions, oral re-telling, developing a new character						Look up! Nathan Bryon and Dapo Adeola Non-chronological reports Dialogue, diaries, re-telling (oral dictation), miniautobiography, ship's log						Ning and the Night Spirits Adriana Fong Information texts about night spirits Posters, advice letters, party invitations	
	Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them & the patterns within those numbers. By providing frequent & varied opportunities to build & apply this understanding e.g. using manipulatives, including small pebbles & tens frames for organising counting - children will develop a secure base of knowledge & vocabulary from which mastery of maths is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of maths including														

	shape, space & measures. It is important that children develop positive attitudes & interests in maths, look for patterns & relationships, spot connections, 'have a go', talk to adults & peers about what they notice & not be afraid to make mistakes.														
Maths	Staggered Start/ Transition activities Baseline Assessment Getting to know you.	Match, sort and compare: Matching objects to pictures Identifying a set, Sorting objects by type Exploring methods of sorting Creating sorting rules Comparing amounts Measure and Pattern Comparing size Comparing mass, Comparing capacity Explore simple patterns, Copy and continue simple patterns Place value 1, 2, 3 Find 1, 2, 3 Subitise 1, 2 and 3 Represent 1, 2, and 3 1 more 1 less Composition of 1, 2 and 3						Shape (Circles and Triangles) Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Place value 1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 Composition of 4 and 5 Composition of 1-5 1 more 1 less Shapes with four sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment							
UW	Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children's personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries & museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching & widening children's vocabulary will support later reading comprehension.														
UW Science	Staggered Start/ Transition activities	Changing Seasons To recognise changes outside in Autumn. A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals.						Changing Seasons To recognise different types of weather. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.							
UW RE	Staggered Start/ Transition activities	Time to celebrate Harvest Festival Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.						Diwali Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of the people around them and their roles in society.							
UW Humanities: History/ Geography	Staggered Start/ Transition activities	UW: Outdoor Adventures						UW: Peek into the past							
		Explore the natural world around them. Nature Catchers	Observational drawing and painting natural objects. Senses in nature. Describe what they can see hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them.	Exploring maps: where is this place? School environment.	Consolidation	Consolidation		Baby photos Guess who? My life timeline.	Talk about members of their immediate family and community	Toys past and present in our family	Name and describe people who are familiar to them.	Toys past and present Baby Toddler Infant	Consolidation	
Computing							Programming 1: All about instructions								
								Following instructions	Giving simple instructions	Dressing up instructions	De-bugging instructions	Predictions			
EAD	The development of children's artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate through the arts. The frequency, repetition & depth of their experiences are fundamental to their progress in interpreting & appreciating what they hear, respond to & observe.														
EAD: Music		Exploring Sound						Celebration Music							
		Recognise that people have different beliefs and celebrate special times in special ways.													
	Staggered Start/ Transition activities	Vocal sounds	Body sounds	Instrumental sounds	Environmental sounds	Nature sounds	Consolidation	Diwali Music	Hanukkah music	Kwanzaa music	Traditional Christmas music	Christmas action songs			
EAD: Art and DT		Art Drawing: Marvellous Marks Mark making with chalks in outdoor provision						DT Structures: Junk Modelling Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.							
	Mark making with wax crayons	Introduction to paints and colour mixing.	Painting natural objects linked to seasons.	Observational drawings linked to seasons.	Drawing faces	Drawing faces in colour	Consolidation	Exploring junk modelling	Cutting and scissor skills	Choosing resources	Making models	Evaluation and presentation			

		Spring 1						Spring 2					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
PRIME AREAS	C&L	CL underpins all areas of learning & development. Back & forth interactions form the foundations for language & cognitive development. The number & quality of the conversations children have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children & engaging them actively in stories, non-fiction, rhymes & poems, provide opportunities to use & embed new words in a range of contexts. Through conversation, story-telling & role play, where children share their ideas with support & modelling, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.											
	C&L	Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. To listen to information books and talk about what they have learned. To be able to answer questions related to stories. Describe events in some detail. Introduce a story line or narrative into their play when role playing and retelling stories.											
	PSED	PSED is crucial for children to lead healthy & happy lives and is fundamental to cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist & wait for what they want & direct attention as necessary. Learn how to look after their bodies, including healthy eating, & manage personal needs independently. Learn how to make good friendships, co-operate & resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school & in later life.											
	PSED	Managing self: taking on challenges						Listening and following instructions					
		Why do we have rules?	Building towers	Team den building	Grounding	Team building	Circus skills	Simon says	Listening to a story	Pass the whisper	Obstacle races	Blindfold walk	Treasure hunt
	PD	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.											
	PD Fine motor skills	Shows a preference for a dominant hand. Hold mark making tools with a tripod grip. Form some recognisable letters.											
PD PE Gross motor skills	Revise and refine fundamental movement skills they have already acquired Ball skills hands Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming						Revise and refine fundamental movement skills they have already acquired Ball skills feet Explore moving a ball with our feet. Dribbling and dribbling against a partner.						
SPECIFIC AREAS	Literacy:	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension & word reading. Language comprehension (necessary for both reading & writing) starts from birth. It only develops when adults talk with children about the world around them & the books (stories and non-fiction) they read with them, & enjoy rhymes, poems & songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) & the speedy recognition of familiar printed words. Writing involves transcription (spelling & handwriting) & composition (articulating ideas & structuring them in speech, before writing).											
	Literacy: Reading	Read a few common exception words matched to the school's phonic programme Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Know that information can be retrieved from non- fiction books and the internet.						Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					
	Literacy: Writing	Literacy Tree: The Magic Paintbrush Julia Donaldson and Joel Stewart Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letter.						Literacy Tree: The Tiny Seed Eric Carle Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter.			The Extraordinary Gardener Sam Boughton Narrative inspired by the original text Labels, letters of advice, instructions, narratives.		
	Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them & the patterns within those numbers. By providing frequent & varied opportunities to build & apply this understanding e.g. using manipulatives, including small pebbles & tens frames for organising counting - children will develop a secure base of knowledge & vocabulary from which mastery of maths is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of maths including shape, space & measures. It is important that children develop positive attitudes & interests in maths, look for patterns & relationships, spot connections, 'have a go', talk to adults & peers about what they notice & not be afraid to make mistakes.											
	Maths	Place value 0- 5 Introducing 0 Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitising to 5 Mass and capacity Compare mass Find a balance Explore capacity Compare capacity Place Value 6,7,8						Length, Height and Time Explore height Compare height Day and night Talk about time Order and sequence time Place Value 9 and 10 Find 9 and 10 Compare number 10 Represent 9 and 10					

	Find 6,7,8 Represent 6,7,8 1 more 1 less Composition of 6,7,8 Make pairs- odd and even Finding and making a double to 8 Compare 2 groups Conceptual subitising Length, Height and Time Explore length Compare length						Conceptual subitising to 10 Bonds to 10 Find and make doubles Explore even and odd 3D Shapes Recognise and name 3D Shapes Find 2D shapes within 3D shapes 3D shapes within the environment Identify more complex patterns Copy and continue complex patterns Patterns in the environment					
UW	Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children's personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries & museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching & widening children's vocabulary will support later reading comprehension.											
UW Science	Animal Adventures Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.											
UW RE	Why are we special? Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special. Why should we care for others?						Time to celebrate Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.					
UW Humanities: History/ Geography	Exploring Maps						Adventures Through Time					
	Pirate map bingo	Our school from above	Let's build a map	Creating journey sticks	Investigating maps	Map making	Family tree		My achievements		Consolidation	
Computing							Data Handling					Consolidation
							Loose parts play	Sorting Ourselves	Yes or No	Creating a branching database	Exploring Pictograms	
EAD	The development of children's artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate through the arts. The frequency, repetition & depth of their experiences are fundamental to their progress in interpreting & appreciating what they hear, respond to & observe.											
	Music and Movement											
EAD Music	Action songs		Finding The Beat		Consolidation							
EAD: Art and DT	Art						DT Textiles Bookmarks					
	Finger painting	Finger painting	Painting to music	Painting to music	Collage and transient art	Collage and transient art	Designing bookmarks	Designing bookmarks	Creating bookmarks	Creating bookmarks	Creating bookmarks	Consolidation