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C&L	Week 1 Week 2		Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3		Week 5	Week 6	Week 7
Cal	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													
		•	•					•	ough conversation, se	ory telling a role play,	Where children she	are their idea	as with suppor	r a 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										
Jul	Learn new vocabulo	•	and willy librorining	io important.										
	Use new vocabular	•	e dav.											
	Develop social phro		o a.a.,.											
	Engage in story time		I talk about stories	to build familiar	rity and understar	nding.								
	Listen carefully to a					-								
	Use new vocabular			. , .	,									
	EAD: Develop storyli	ines in their pret	tend play.											
PSED	PSED is crucial for c	hildren to lead h	nealthy & happy liv	ves and is funda	mental to cognitiv	ve development.	. Underpinning their	personal developm	ent are the important	attachments that sho	ape their social wo	rld. Strong, w	arm & suppor	tive relationsh
						-			· ·	sense of self, set them		_		
					•			•		lently. Learn how to m				
	These attributes wil	I provide a secu	ure platform from v	which children c	an achieve at sch	nool & in later life			•	,				•
DCED	Character of Charact	<u> </u>	Colf I	Dogwolasiana Mare	fa alimera					Duilding Deletienshi	na Chasini Balatia			
PSED	Staggered Start/ Transition	_	ا-انعد xpress my feeling:	Regulation: My f		horo				Building Relationship Build constructive an	•	•		
	activities		moderate their ow							bulla coristructive an	a respectiui reiatio	onsinps		
	detivities	lacinity and i	illouerate their ow	vii ieeiiiigs socie	any and emotione	uny								
		To identify	To identify and	To explore	To describe	To explore	To identify	To talk about my	To talk about the	The importance of	To see ourselves	S TO AYD	To explore diversity	
		my feelings	express my	coping	my feelings	facial	different	family	special people in	sharing	as valuable	s loexb	lore diversity	
		111, 10090	feelings	strategies	in, roomigo	expressions	feelings	l arriir,	my life	orianing	individuals			
DD		ital in obildron's	all round dovolor		thom to purous h			s and fine motor ex	periences develop inc	rementally throughou		starting with	sensory explo	rations and th
PD	I Physical activity is v	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, adu												
PD											iding opportunition		th indoors and	
טא	development of a c	hild's strength,	co-ordination and	l positional awar	reness through tur	mmy time, crawl	ling and play mover	ment with both obje	cts and adults. By cre	ating games and prov		s for play bo		outdoors, ad
PD	development of a c	child's strength, on to develop the	co-ordination and eir core strength, s	l positional awar stability, balance	reness through ture, spatial awarene	mmy time, crawless, co-ordination	ling and play mover n and agility. Gross I	ment with both object motor skills provide t	cts and adults. By creather the foundation for dev	ating games and proveloping healthy bodie	es and social and e	s for play bo	ell-being. Fine	outdoors, ad motor control
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PD fine motor skills PD PE Gross motor skills Literacy: Reading	development of a can support childred precision helps with support from adults. Develop their small Use their core muscond Develop the foundors. Staggered Start/ Transition activities. It is crucial for child adults talk with choof unfamiliar print. Read individual let Blend sounds into Read some letter of Read a few common Spell words by ide Additional Texts: Constant of	child's strength, and to develop the hand-eye cooks, allow children motor skills so to cle strength to a strength as well as me Locomotion Explore/develoption about the ed words (decorates by saying the sound that the groups that each on exception we entifying the sound of the sound that t	co-ordination and eir core strength, sordination which is to develop proficithat they can use of achieve a good postwriting style which refine fundament op the skills they not be altimes. In: Walking lop walking • Exploy poly walking into comply walking into comply achieve of the world around the ding) & the speedy the sounds for them they can read shore they can read shore they can read shore they can th	d positional awardstability, balance is later linked to elency, control and a range of tools sture when sitting in is fast, accurate and a manage of the walking in difference and the books (by recognition of the school's phoning the sound with a hole in my toot arice Sendak	reness through ture, spatial awarene early literacy. Repeated confidence. competently, safeing at a table or sittle and efficient. End the school day sufferent pathways. In general consists of two effectives and non-framiliar printed with the school day sufferent pathways. In general consists of two effectives and non-framiliar printed with the school day sufferent pathways. In general consists of two effectives and non-framiliar printed with the school day sufference and the school day suf	ess, co-ordination eated and varied ely and confidenting on the floor. Incourage children excessfully: • lining of the successfully: • lining of the success	ling and play mover in and agility. Gross is dispoportunities to ex tly; pencils for drawin in to draw freely. Eng quired ing up and queuing • Explore guage comprehens di with them, & enjoy plyes transcription (condences.	ment with both object motor skills provide to plore and play with sing and writing, pain age children in structure. Revise and refin Locomotion: June Explore develop Explore jumping Information & word reading. Thymes, poems & so spelling & handwriting for ies and non-fiction Look up! Nathan B	cts and adults. By creathe foundation for deviate foundation for deviate foundation for deviate foundation for deviate for the foundation for deviation for the foundation for the foundat	eting games and provide puzzles, arts and craft puzzles, arts and craft them in what to draw overment skills they bing into a game • Jung provide puzzles, arts and craft them in what to draw overment skills they bing into a game • Jung provide puzzles are them in what to draw overment skills they bing into a game • Jung provide puzzles are them in what to draw overment skills they bing into a game • Jung provide puzzles are the puzzles are th	w, write or copy. Teach thave already accompling for distance alternative both reading & writillater, involves both acturing them in special cultures.	s for play boremotional were of using smach and moderated and moderated and speech, before the speech that the sp	ell-being. Fine hall tools, with hall tools, with hall tools, with hall del correct letter by working out on writing).	er formation. Assessm Adriena Fong ght spirits Pos
PD fine motor skills PD PE Gross motor skills Literacy: Reading Literacy: Writing	development of a can support childre precision helps with support from adults Develop their small Use their core musc Develop the foundate of	child's strength, and to develop the hand-eye cooks, allow children motor skills so to cle strength to a strions of a hand. Revise and Further development as well as me Locomotion Explore/development about the ed words (deconstant as by saying the words, so that the groups that each on exception wentifying the sound of the words of the word	co-ordination and eir core strength, sordination which is to develop proficithat they can use of achieve a good postwriting style which refine fundament op the skills they not ealtimes. In: Walking lop walking • Exploy poly walking into comply w	d positional awardstability, balance is later linked to elency, control and a range of tools sture when sitting in is fast, accurate in tall movement leed to manage of reading. Reading a game of reading. Reading the books (by recognition of the school's phoring the sound with a hole in my toot rice Sendak wes, Labels, captility.	reness through ture, spatial awarene early literacy. Repeated confidence. competently, safeing at a table or sittle and efficient. End the school day sufferent pathways. In general pathways. In ge	ess, co-ordination eated and varied ely and confidenting on the floor. Incourage children excessfully: • lining of the fl	ling and play mover in and agility. Gross is dispoportunities to exit tly; pencils for drawin in to draw freely. Eng quired ing up and queuing • Explore guage comprehens di with them, & enjoy plyes transcription (condences.	ment with both object motor skills provide to plore and play with sing and writing, pain age children in structure. Revise and refine Locomotion: June Explore Jumping In Explore Jumpi	cts and adults. By creathe foundation for device the foundation for device small world activities, atbrushes, scissors. Ctured activities: guide the fundamental manning in pring in pring in the fundamental manning in texts about celebrative in texts about celebra	ating games and proveloping healthy bodie puzzles, arts and craft them in what to draw we were them in what to draw we were skills they bing into a game • Junes on (necessary for bowere reading, taught ticulating ideas & structions across different of a gries, re-telling (oral different draws).	w, write or copy. Teach thave already according to the process of	s for play boremotional were of using smach and moderated and moderated and moderated. Ning and the speedy speech, before advice letterated.	ell-being. Fine hall tools, with hall to	er formation. Assessm Adriena Fong ght spirits Postions
PD fine motor skills PD PE Gross motor skills Literacy: Reading	development of a can support childred precision helps with support from adults. Develop their small Use their core muscon Develop the foundate. Staggered Start/ Transition activities. It is crucial for child adults talk with choof unfamiliar prints. Read individual letter greated a few common Spell words by ide Additional Texts: Control of Staggered Start/ Transition activities.	child's strength, and to develop the hand-eye cooks, allow children motor skills so to cle strength to a swell as me Locomotion Explore/development about the ed words (deconstructions) and strength to a strength to a swell as me Locomotion Explore/development to development to development about the ed words (deconstructions) and strength to words, so that the groups that each on exception we entifying the soul oxford Owl Familian Own version in the grounding in a grounding in the surface of the strength of the stre	co-ordination and eir core strength, so ordination which is to develop proficit that they can use of achieve a good postwriting style which refine fundame op the skills they not ealtimes. In: Walking lop walking • Exploying walking into comply w	d positional awardstability, balance is later linked to elency, control and a range of tools sture when sitting in is fast, accurate in the state of	reness through ture, spatial awarene early literacy. Repeated confidence. competently, safeing at a table or sittle and efficient. End the school day sufferent pathways. If early literacy. Repeated to the early literacy. End to the school day sufferent pathways. If consists of two expected and non-from the early literacy. It is programme. It is letter/s. Ith, Space poetry and ions, oral re-telling literacy.	ess, co-ordination eated and varied ely and confidenting on the floor. Incourage children excessfully: • lining on the floor. Incourage children excessfully: • lining on the floor. Incourage children excessfully: • lining excessfully: • lining dimensions: language fiction) they read for excessfully: • and correspond the floor excessfully: • and correspond the floo	ling and play mover in and agility. Gross is disportunities to exit tly; pencils for drawin in to draw freely. Eng quired ing up and queuing • Explore guage comprehens di with them, & enjoy olives transcription (condences.	ment with both object motor skills provide to plore and play with sing and writing, pain age children in struct ag	cts and adults. By creathe foundation for device the foundation for device small world activities, atbrushes, scissors. Ctured activities: guide the fundamental manning imping • Apply jumping • Apply jumping • Explore hopping imping • Skilled ang) & composition (and in texts about celebrative) and Dapo Adeola in reports Dialogue, dialogue, ship's log	eting games and provide puzzles, arts and craft puzzles, arts and craft them in what to draw overment skills they bing into a game • Jung provide puzzles, arts and craft them in what to draw overment skills they bing into a game • Jung provide puzzles are them in what to draw overment skills they bing into a game • Jung provide puzzles are them in what to draw overment skills they bing into a game • Jung provide puzzles are the puzzles are th	w, write or copy. Teach thave already accompling for distance and the practice of the practice of the property	s for play boremotional were of using smarth and moderated and moderated. Ning and the Information advice letted derstanding	ell-being. Fine hall tools, with hall tools, with hall tools, with half del correct letter working out of writing). e Night Spirits texts about nirs, party invitation of the number	er formation. Assessm Adriena Fong ght spirits Postions s to 10, the

	shape, space & me relationships, spot	•					•								
Maths	Staggered Start/ Transition activities	1	and compare: Mate set, Sorting object amounts	• .		ting Creating so	orting rules	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							
		Measure and						1 more 1 less							
	Baseline		size Comparing mo					Shapes with f		. 4 aida a					
	Assessment Getting to know		ole patterns, Copy of 1, 2, 3 Find 1, 2, 3 Su		•	131 more 1 less			name shapes with pes with 4 sides	1 4 SIGES					
	you.	Composition			(oprosone 1, 2, and			Shapes in the	•						
JW	libraries & museur	ms to meeting in	nportant members	s of society such o	as police officers,	nurses & firefig	hters. In addition, li	istening to a broa	d selection of sto	ories, non-fiction, rh	iymes & poems	dge & sense of the worl will foster their underst ning children's vocabul	tanding of our cultu	ırally, socially,	
JW	Staggered Start/			Changin	g Seasons						Changing Se	easons			
Science	Transition			recognise change					To red	•		Explore the natural wo			
	activities		aught across the y				• ,				•	ar and feel whilst outsions on the natural wor			
		dr	ia recognising now	r these changes c	arect the weathe	r, piants ana an	iimais.		plore the natural	world around then	n, making obser	vations and drawing p ne natural world around	ictures of animals o	•	
UW RE	Staggered Start/							Time to cele	ebrate		oriariging orac	.so of matton			
	Transition activities		he significance of learning about the	various festivals, t	•	•		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			UW:	Outdoor Adventu	ıres			UW: Peek into the past							
Humanities:	Staggered Start/	Explore the	Observational	Understand	Exploring	Consolidatio	Consolidation		Baby photos	Talk about	Toys past a	•	Toys past and	Consolidation	
History/ Geography	Transition activities	natural world around them. Nature Catchers	drawing and painting natural objects. Senses in nature. Describe what	the effect of changing seasons on the natural world around them.	maps: where is this place? School environment.	n			Guess who? My life timeline.	members of thei immediate famil and community	1'	ur describe people who are familiar to them.	present Baby Toddler Infant		
		Cutchers	they can see hear and feel whilst outside.	around them.											
Computing										Programming 1	All about instru	uctions			
								Following instructions	Giving simple instructions	Dressing up instructions	De-bugging instructions				
EAD	of media & materi	ment of children's artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate the									-		-		
EAD: Music	depth of their expe	eriences are fund	damental to their p			ting what they	hear, respond to &	& observe. Celebration Music							
EAD. MUSIC		Exploring Sound						Recognise that people have different beliefs and celebrate special times in special ways.							
	Staggered Start/	Vocal	Body sounds	Instrumental	Environmenta	Nature	Consolidation	Diwali Music	Hanukkah	Kwanzaa music	Traditional	Christmas			
	Transition	sounds		sounds	l sounds	sounds			music		Christmas	action songs			
ADA ALLE	activities		4	in an Mariana	anulsa.			music							
EAD: Art and OT				ing: Marvellous N th chalks in outdo				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	Painting natural	Observational drawings	Drawing faces	Drawing faces in	Consolidation	Exploring junk modelling	Cutting an skills		ng	Making models	ty to represent the Evaluation and presentation	m.	
		and colour mixing.	objects linked to seasons.	linked to seasons.		colour									



			Sp	oring 1					5	pring 2			
	Veek 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week		Week 4	Week 5	Week 6	
C&L	environmen actively in s	t is crucial. By commentin	g on what children o & poems, provide o	are interested in or doi pportunities to use & e	ng, & echoing back whembed new words in a r	at they say with new range of contexts. Th	vocabulary added	, practitioners wil	of the conversations childre I build children's language e role play, where children sho	effectively. Reading freq	uently to children &	engaging them	
C&L	Ask question Engage in so To listen to i To be able t Describe ev	ns to find out more and to torytimes. nformation books and talk o answer questions related ents in some detail. story line or narrative into	about what they ho	ave learned.									
PSED	PSED is crucic adults enable wait for what	al for children to lead healt e children to learn how to u	thy & happy lives an understand their ow on as necessary. Lec	d is fundamental to co n feelings & those of o arn how to look after th	ognitive development. I thers. Children should b neir bodies, including he	oe supported to man	age emotions, dev	elop a positive se	ant attachments that shape ense of self, set themselves s Learn how to make good fri	simple goals, have conf	idence in their own c	bilities, to persist &	
			Managing self	taking on challenges				_	Listening and	following instructions			
PD	Why do we he rules?	ave 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	development support child helps with ha	, of a child's strength, co-c ren to develop their core s	ordination and positi strength, stability, ba ch is later linked to e	onal awareness throu lance, spatial awaren early literacy. Repeate	gh tummy time, crawlir	ng and play moveme agility. Gross motor s	nt with both objec kills provide the fo	ts and adults. By undation for deve	incrementally throughout e creating games and provid eloping healthy bodies and es, arts and crafts and the p	ing opportunities for pla social and emotional w	ay both indoors and o ell-being. Fine motor	outdoors, adults ca control and precis	
PD Fine motor skills	Shows a preference for a dominant hand. Hold mark making tools with a tripod grip.												
PD PE Gross motor skills	Ball skills han Develop conf	refine fundamental mo ds idence, competence, prec op and refine a range of b	ision and accuracy	when engaging in act	ivities that involve a ba		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.						
Literacy:	talk with chi	ldren about the world arou	und them & the boo	ks (stories and non-fic	tion) they read with the	em, & enjoy rhymes,	poems & songs tog	gether. Skilled wo	ehension (necessary for both rd reading, taught later, invol articulating ideas & structuri	lves both the speedy w	orking out of the pro		
Literacy: Reading	Blend sound	common exception words ds into words, so that they nformation can be retrieve	can read short word	ls made up of known I		Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessor 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	-	e: The Magic Paintbrush J n 'overcoming' tales Thoug			n role, thank you letter.		Advice leaflet	The Tiny Seed En s Labels and cap , narrative, letter.	ic Carle tions, advice, retellings,		ry Gardener Sam Bo d by the original text ons, narratives.	-	
Maths	between the base of kno measures. I	em & the patterns within th	nose numbers. By pr n which mastery of n n develop positive at	oviding frequent & val naths is built. In additio titudes & interests in r	ried opportunities to bu on, it is important that t naths, look for patterns	uild & apply this unde the curriculum includ t &	rstanding e.g. using es rich opportunitie	g manipulatives,	ole to count confidently, dev including small pebbles & to develop their spatial reason	ens frames for organisir	ng counting - childre	n will develop a se	
Maths	Mass and ca	Find 0-5 Subitise 0-5 Rep pacity iss Find a balance Explore			nceptual subitising to 5	5	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						

	· ·	3 Make pairs- odd an	d even Finding and m	naking a double to 8 (Compare 2 groups	Conceptual subitising to 10 Bonds to 10 Find and make doubles Explore even and odd 3D Shapes									
	Conceptual subitisi Length, Height and Explore length Com	Time					1 -	•	ind 2D shapes within 3D sopy and continue comple						
UW	Understanding the	world involves guiding to meeting import	ant members of socie	ety such as police offi	icers, nurses & firefiç	ghters. In addition, listen	ing to a broad selec	ction of stories, non	es increases their knowle -fiction, rhymes & poems omains. Enriching & wide	s will foster their unde	rstanding of our culture	ally, socially,			
UW	·					Animal A	Adventures								
Science			Explorir		Recognis	Explore the no Describe what they se some environments to	atural world around see, hear and feel w hat are different to t	them. hilst outside. he one in which the	•	nto groups.					
	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 custom meanings behind these celebrations.							
UW			Explori	ing Maps			Adventures Through Time								
Humanities: History/ Geography	Pirate map bingo	Our school from above	Let's build a mop	Creating journey sticks	Investigating maps	Map making	Family tree	My	y achievements		Consolidation				
Computing					•	•			Data Handling			Consolidation			
							Loose parts play	Sorting Oursel	ves Yes or No	Creating a branching database	Exploring Pictograms				
EAD	The quality & variet	y of what children see	e, hear & participate in ting what they hear, re	n is crucial for developespond to & observe.				with the arts, enabling the arts. The frequ		_					
	Action	ı songs		The Beat	Con	solidation									
EAD Music	Art							DT Textiles Bookmarks							
EAD Music EAD: Art and			1	Art					DI TOXUIT	JO DOORIII GIRG					