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|  | | ***AUTUMN 1*** | | | ***AUTUMN 2*** | | ***SPRING 1*** | ***SPRING 2*** | | ***SUMMER 1*** | | ***SUMMER 2*** | |
| **GENERAL THEMES**  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision | | **ALL ABOUT ME!**  Starting school / getting to know my new class  What do I like to do? Being me in my world  My family  Being kind and making friends | | | **CELEBRATIONS**  Diwali  Bonfire night  Birthdays  Christmas  The Nativity  Any other celebrations of interest, raised by children | | **FAVOURITE STORIES**  Share our favourite stories from home  Discuss likes and dislikes, favourite parts  Act out stories with puppets,  Create story maps | **WHAT DO GROWN UPS DO ALL DAY?**  Find out what people at school do, in office, caretaker, lunchtime staff, head teacher, parents  Find out what our families do  Find out about people in the community/ police, fire service, local shop | | **GROWING**  Plants & Flowers Weather / seasons The great outdoors Planting seeds, what does it need to grow/  Make a sculpture/ transient nature art linked to Andy Goldsworthy  How can we look after our Earth? | | **WATER**  Where is water found?  What do we need water for?  Water Aid  Who lives under the sea?  Marine life  Pirates | |
| **POSSIBLE TEXTS AND ‘OLD FAVOURITES’** | | Elmer Owl Babies  Pumpkin Soup  Love Monster  Pete the cat Rocking in my school shoes  Whoever you are  The Great Big Book of Families  Homes in many cultures This is the way we go to school  Leaf man | | | Christmas Story / Nativity  Variety of Christmas stories  Rama and Sita  Kipper’s birthday | | Going on a Bear Hunt  Supertato  Oi Frog  Mr Wolf’s pancakes  Little Red Hen  Supertato | Stories about different occupations | | The bad tempered ladybird  Aagh spider  What the ladybird heard  Super worm  Handa’s surprise  Lily’s garden of India  Non fiction minibeast facts  Lifecycles  . | | Tiddler  Rainbow Fish  Commotion in the ocean  Bringing the rain to Kapiti plain  Big Rain coming  Bog Baby  Variety of Pirate stories | |
| **ENRICHMENT OPPORTUNITIES**  **/ ‘WOW MOMENTS’** | | Autumn nature walk linked to the story - Leaf Man  Walk in local area, where do we live?  Remembrance Day  Harvest Time | | | Bonfire Night  Birthday celebrations in the home corner Christmas Time / Nativity  Diwali and Hannukah  Children in Need | | Sharing our favourite stories  Creating a Bear hunt in the garden  Supertato crime scene, capture the Evil Pea | Invite school staff in to describe their jobs, head, office staff, caretaker, lunch time staff  Invite parents in to share info/photos etc about what they do all day.  Walk in local area to shop, spot adults doing jobs. | | Planting seeds  Growing beans  Observing lifecycles of butterflies and frogs  Visit from Cool critters/animal | | Fundraising for clean water for other communities.  Under the Sea – singing songs and sea shanties  Pirate theme day Father’s Day  Make water filled balloon Bog Babies | |
|  | | | **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | **SPRING 2** | | **SUMMER 1** | | **SUMMER 2** | |
| **GENERAL THEMES** | | | **ALL ABOUT ME!** | | **CELEBRATIONS** | | **FAVOURITE STORIES** | **WHAT DO GROWN UPS DO ALL DAY?** | | **GROWING** | | **WATER** | |
| **COMMUNICATION AND LANGUAGE**  Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism | | | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | | | | | | |
|  | | | **Morning session :** news sharing, Babblejab discussion prompts, poetry basket **.**Settling in activities, getting to know the children. Children talking about experiences that are familiar to them whilst relaxed during play. Discuss family and home.  Model talk through the day. For example, arriving in school: “Good morning, how are you?” **Scaffold** **sentences** that children may need “Can I play?”  “Can I Go to the toilet” Understands how to listen carefully and why listening is important – intro chatting chums. | | **Morning session :** news sharing, Babblejab discussion prompts, poetry basket  Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories  Following instructions Takes part in discussion  To begin to understand how and why questions  Use new vocabulary  through the day.  Carefully chosen stories to develop the children’s vocabulary. | | **Morning session :** news sharing, Babblejab discussion prompts, poetry basket  **Snack time** Drawing Club- new vocabulary and actions  Tell me why!  Using language well. Encourage and model the use of how and why questions during new time.  Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in  some detail  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs. | **Morning session :** news sharing, Babblejab discussion prompts, poetry basket  **Snack time** Drawing Club- new vocabulary and actions  Encourage and model the use of time connectives when children are telling their news from home or retelling stories.  Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions to adult visitors using when, what, why, ,where and how  Sustained focus when  listening to a story | | **Morning session :** news sharing, Babblejab discussion prompts, poetry basket  **Snack time** Drawing Club- new vocabulary and actions  Share non fiction books, discuss and use new vocabulary related to plants, animals and lifecycles  What happened?  Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events! Read humorous stories and discuss the humour | | **Morning session :** news sharing, Babblejab discussion prompts, poetry basket  **Snack time** Drawing Club- new vocabulary and actions  Read aloud books to children that will extend their knowledge of the world and illustrate topics of water, water aid, pirates  Select non fiction books containing photographs and pictures | |
|  | **AUTUMN 1** | | | **AUTUMN 2** | | **SPRING 1** | | | **SPRING 2** | | **SUMMER 1** | | **SUMMER 2** | |
| **GENERAL THEMES** | **ALL ABOUT ME!** | | | **CELEBRATIONS** | | **FAVOURITE STORIES** | | | **WHAT DO GROWN UPS DO ALL DAY?** | | **GROWING** | | **WATER** | |
|  | **Beginning and Belonging**  How am I special and what is special about other people in my class?  What have I learnt to do and what would I like to learn next? SR  • How do we welcome new people to our class?  • What can I do to help everyone in our classroom feel safer and happier?  • How can I play and work well with others? SR  • How can I show I am listening to an adult? SR  • What can help me to follow instructions? SR  **Using zones of regulation**  To recognise different emotions  To understand how people show emotions  To focus during short whole class activities  To follow one-step instructions | | | **Family and friends**  **My emotions**  Who are my special people and why are they special to me? BR  • Who is in my family and how do we care for each other? BR  • What is a friend and how can I be a good one? BR  • How do I make new friends? BR  • How can I respect my own needs and the needs of others? BR  • How can I make up with friends when I have fallen out with them? BR  • How does what I do affect others? BR  • Do I know what to do if someone is unkind to me? SR Can I recognise and talk about my feelings? SR  • Can I recognise emotions in other people and say how they might be feeling? SR  • Do I know what might cause different emotions in myself and other people? SR  • How might I and others feel when things change? SR  • What are some simple ways to help myself feel better? SR  • How can I help other people feel better? SR  • What could I do when things are difficult for me? MS  To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations | | **Identities and diversity**  Who are the people in my class and how are we similar to and different from each other? PCC  • Who are the people in my family, and who are the people in other families?  • What is especially important to my family and me?  • What are some of the similarities and differences in the way people live their lives? PCC  • What is life like in other countries? PCC  • How can we value different types of people including what they believe in and how they live their lives?  • How do we celebrate what we believe in and how is this different for different people? PCC  To focus during longer whole class lessons  To follow two-step instructions | | | **Me and My world**  Who are the people who help to look after me and my school? PP  • How can I help to look after my school?  • How can I help to care for my things at home?  • Where do I live and what are the different places and features in my neighbourhood? PCC  • Who are the people who live and work in my neighbourhood, including people who help me? PP  • How can we look after the local neighbourhood and keep it special for everybody?  • What do animals and plants need to live and how can I help to take care of them?  • What is money and why do we need it?  To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others | | **My body and growing up**  What does my body look like?  • How has my body changed as it has grown?  • What can my body do?  • What differences and similarities are there between our bodies?  • How can I look after my body and keep it clean? MS  • How am I learning to take care of myself and what do I still need help with? MS  Who are the members of my family  To control their emotions using a range of techniques  To set a target and reflect on progress throughout | | **Keeping Safe – Protective Behaviours**  • What are some situations where I need to think about how to keep myself safer?  • Do I understand simple safety rules for when I am at home, at school and when I am out and about?  • What are the clues my body gives me if I am feeling unsafe? MS  • Can I say ‘No!’ if I feel unsafe or unsure about something? MS  • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR  • Who are the people who help to keep me safe? PP  **Healthy Lifestyles**  What things can I do when I feel good and healthy?  • What can’t I do when I am feeling ill or not so healthy?  • What are the safety rules relating to medicines and who helps me with these? MS  • What can I do to help keep my body healthy? MS  • Why are food and drink are good for us? MS  • How can I make healthier choices about food? MS  • What is exercise is and why is it good for us?  • Why are rest and sleep good for us?  To control their emotions using a range of techniques  To set a target and reflect on progress throughout | |
| To wash hands independently.  To put coat, wellies and shoes on independently.  To explore new areas within the environment.  To use the toilet independently. Including washing hands. | | | To understand class rules and the need to have them.  To practice doing up coats  To have confidence to try new activities | | To begin to show resilience and perseverance in the face of challenge  To practice doing up a zip, buttons and buckles. | | | To develop independence when dressing and undressing for activities such as PE and messy play. | | To identify and name healthy foods. To manage own basic needs independently | | To understand the importance of healthy food choices.  To show resilience and perseverance in the face of challenge.  To show a “can do” attitude. | |
| **Much of our PSHE is taught throughout the year as and when opportunities arise**  **Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. \* Controlling own feeling and behaviours. \* Able to concentrate on a task \* Applying personalised strategies to return to a state of calm. \* Able to ignore distractions. \* Thinking before acting. \* Able to curb impulsive behaviours. \* Behaving in ways that are socially acceptable. \* The ability to persist and persevere.**  6 | | | | | | | | | | | | | |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GENERAL THEMES** | **ALL ABOUT ME!** | **CELEBRATIONS** | **FAVOURITE STORIES** | **WHAT DO GROWN UPS DO ALL DAY?** | **GROWING** | **WATER** |
| **PHYSICAL**  **DEVELOPMENT** | 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.** | | | | | |
| **FINE MOTOR**  Daily opportunities for Fine Motor Activities within CP  Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality).  Provide extra help and guidance when needed. | Threading, cutting, weaving, playdough, Fine Motor activities.  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Encourage Hold of pencil/paintbrush beyond whole hand grasp Pencil Grip dependent on needs of children  Encourage children to draw freely | Introduce Funky Fingers x 2 weekly  Threading, cutting, weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | **Funky fingers** x 2 weekly. Threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely. | **Funky Fingers** x 2 weekly Threading, cutting, weaving, playdough, Fine Motor activities.  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. | **Funky Fingers x 2 weekly** Threading, cutting, weaving, playdough, Fine Motor activities.  Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors /  Start to cut along a curved line, like a circle / Draw a cross | **Funky Fingers x 2 weekly** Threading, cutting, weaving, playdough, Fine Motor activities.  Form letters correctly  Cut around shapes |
| **GROSS MOTOR**  Daily opportunities for Gross Motor Development within CP | Cooperation games including parachute games.  Climbing using the outdoor equipment  Different ways of moving to be explored with children  Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. | Ball skills- throwing and catching.  Crates play- balancing and climbing.  Hula hoops for skipping in outside area  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes | Gymnastic skills. During this set of 6 lessons, children will learn all about jumping, rolling and balancing. They will learn to perform different types of jumps and balances on the floor and on different gymnastics equipment. They will also learn different types of rolls, which they will practise and perform in the gymnastic sequences they create. | Dance, practice and perform a number of dance moves in time to the music | Ball skills During this set of 6 lessons, children will practise a range of skills, using some small equipment. They will be learning how to throw, run and jump in a range of different ways. Children’s learning will be linked to a range of Olympic sports. After this series of lessons they will take part in an Olympic multi-skills competition. | During this set of 6 lessons, children will practise a range of skills, using some small equipment. They will be learning how to throw, run and jump in a range of different ways. Children’s learning will be linked to a range of Olympic sports. After this series of lessons they will take part in school sports day |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GENERAL THEMES** | **ALL ABOUT ME!** | **CELEBRATIONS** | **FAVOURITE STO** | **WHAT DO GROWN UPS DO ALL DAY?** | **GROWING** | **WATER** |
| **LITERACY** | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| **COMPREHENSION**  Developing a passion for reading  Children will have a library book which they can change whenever they choose  **WORD READING**  Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW  Throughout the year listen to children individually read using Collins Big Cat Collins scheme, ensuring books are consistent with their developing phonic knowledge | Joining in with rhymes and showing an interest in stories with repeated refrains.  Stories from other cultures  Environment print.  Having a favorite story/rhyme.  Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Scribing children’s descriptions of themselves and family.. Recognizing initial sounds. Name writing activities.  Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play.  Retell story of Rama and Sita, Nativity story  Act out nativity story  Introduce Helicopter stories, scribing and acting out own stories with themselves as main character  Christmas letters/lists.  .  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books | Helicopter stories, tell and act out stories  . Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories Sequence story – use vocabulary of beginning, middle and end  Rhyming words  Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. | Helicopter stories, tell and act out stories  Information leaflets about what adults do  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events | Helicopter stories, tell and act out stories  Beginning to understand that a  non-fiction is a non-story- it  gives information instead.  Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Retell facts and lifecycles about plants and animals  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. | Helicopter stories, tell and act out stories  Can draw pictures of characters/ event / setting in a story  Stories from other cultures and traditions  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Sort books into categories. |
| Phonics taught following “Song of sounds accredited scheme. Sounds taught during Autumn term: s a t p i n m d g o c k ck e u r h b f ff ll ss  Reading: Initial sounds, oral blending, CVC sounds, using sound buttons, blending sounds read in cvc words, reciting known stories, listening to stories with attention and recall. | Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.  Show children how to touch each finger as they say each sound, phoneme fingers.  For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | Phonic Sounds taught during Spring Term: j v w x y z zz qu ch sh th ng nk air ear ure Tricky words: Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.  Provide opportunities for children to read words containing familiar letter groups: that, shop, chin, | Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non- fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: rabbit, himself, jumping. | Phonic taught during Summer term learning: Short and long vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC  CCCVCC • longer words and  compound words  Syllables  Alphabet, upper and lower case  Reading: Non-fiction texts, Internal blending, | Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GENERAL THEMES** | **ALL ABOUT ME** | **CELEBRATIONS** | **FAVOURITE STORIES** | **WHAT DO GROWN UPS DO ALL DAY?** | **GROWING** | **WATER** |
| **WRITING**  Texts may change due to the children’s interests  Writing materials are provided throughout the year in all areas of the environment, (inside and outside) to encourage mark making and writing for a purpose. | **Texts as a Stimulus:**  Pete the Cat  Owl Babies  Love Monster  Non fiction-Our Senses  Writing opportunities : Label pictures of family  Annotate pictures of interests and likes  Our senses  Children will be experimenting with mark - making and writing patterns in a range of mediums.  They will begin to develop a dominant hand and work towards a tripod grip.  Children will start to give meaning to marks and labels.  Writing initial sounds  and simple captions.  Use initial sounds to label characters / images.  Children will begin to write letters from their names.  Name writing practice. | **Texts as a Stimulus:** Christmas Story  Rama and Sita  Non fiction- Diwali  Variety of Christmas stories  Writing opportunities :  Firework noises  Christmas story  Labelling using initial sounds.  Oral telling sentences and stories sometimes with adults acting as scribes  Writing CVC words.  Writing simple captions about pictures  Help children identify the sound that is tricky to spell.  Sequence stories such as Christmas story. | **Texts as a Stimulus:**  We’re Going on a Bear Hunt  Oi Frog  Supertato  Mr Wolf’s Pancakes  The Gingerbread Man  Writing opportunities :  Creating story maps and labelling them.  Writing single rhyming words and sentences  Wanted posters including a description  Writing instructions  Writing phonetically plausible attempts at words, a simple sentence  Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  Introduce **Free writing Books**, write anything they like, no marking to encourage confidence in writing | **Texts as a Stimulus:**  Variety of texts about different occupations  Writing opportunities :  When I grow up..  What do my parents do?  Facts about a chosen occupation  Shopping lists  Order the Easter story.  Writing phonetically plausible attempts at words, a simple sentence  Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. | **Texts as a Stimulus:**  The Bad Tempered Ladybird  Aghh Spider!  The Tiny Seed  Oliver’s vegetables  Jack and the Beanstalk  Jaspers Beanstalk  Lily’s garden of India  Writing opportunities :  Labels and captions, life cycles of seeds, frogs, butterflies  Facts about chosen minibeast.  Labelled pictures of chosen minibeasts  Instructions to plant a seed  Using phonetically plausible attempts at words, beginning to use finger spaces.  Form lower-case and capital letters correctly. | **Texts as a Stimulus:** Tiddler  Pirate facts  Pirate stories  Commotion in the Ocean  The Rainbow Fish  Sharing a Shell  Writing opportunities : Story writing,  Factual writing about the watercycle, differences between Africa and UK climate andlanscape , Uses of water  writing sentences using a range of tricky words that are spelt correctly.  Beginning to use full stops, capital letters and finger spaces.  Innovation of familiar texts Using familiar texts as a model for writing own stories. |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GENERAL THEMES** | **ALL ABOUT ME!** | **CELEBRATIONS** | **FAVOURITE STORIES** | **WHAT DO GROWN UPS DO ALL DAY?** | **GROWING** | **WATER** |
| **MATHEMATICS**  **NCETM**  **Mastering Number** | 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 and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** 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 mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes. | | | | | |
| **NCETM Term 1 overview**  **Monday to Thursday**  Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:  • identify when a set can be subitised and when counting is needed  • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame  • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills  • spot smaller numbers ‘hiding’ inside larger number  • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous numbers  • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds  • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts | **Friday session SSM from WRM**  **Measures**  •Estimate, order compare, discuss and explore capacity, weight and lengths  **Shape and sorting**  • Describe, and sort 2-D  shapes  •Describe position accurately  **Calendar and time**  • Days of the week, seasons  • Sequence daily events | **NCETM Term 2 overview**  **Monday to Thursday**  Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:  • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals  • begin to identify missing parts for numbers within 5  • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame  • focus on equal and unequal groups when comparing numbers  • understand that two equal groups can be called a ‘double’ and connect this to finger patterns  • sort odd and even numbers according to their ‘shape’  • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern  • order numbers and play track games  • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | **Friday sessions**  **Shape and pattern**   * Describe and sort 2D and   3D shapes   * Recognise, complete and create patterns   **Money**   * Coin recognition and values * Combinations to total 20p * Change from 10p | **NCETM Term 3**  **Overview**  **Monday to Thursday**  Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Public ncetm.org.uk | 2 • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds  compare sets of objects by matching  • begin to develop the language of ‘whole’ when talking about objects which have parts  • understand that two equal groups can be called a ‘double’ and connect this to finger patterns  • sort odd and even numbers according to their ‘shape’  • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern  • order numbers and play track games  • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers  • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10  • continue to identify when sets can be subitised and when counting is necessary  • develop conceptual subitising skills including when using a rekenrek | **Friday session**  **Measures**  • Describe capacities  • Compare volumes  • Compare weights  • Estimate, compare and order lengths |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GENERAL THEMES** | **ALL ABOUT ME!** | **CELEBRATIONS** | **FAVOURITE STORIES** | **WHAT DO GROWN UPS DO ALL DAY?** | **GROWING** | **WATER** |
| **UNDERSTANDING THE WORLD**  **Past and present**  **(History)**  **People and Community**  **(Geography)**  **The natural World**  **(Science)**  The areas of learning within UTW overlap. Children’s interests will lead the topics covered | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | |
| **Past and Present**  •Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Explore what makes a family member.  •Can talk about what they do with their family and places they have been with their family.  •Read fictional stories about families and start to tell the difference between real and fiction.  •Talk about members of their immediate family and community.  •Ourselves – parts of the body.  **People and Community**  •Describing their environment around them. Navigate around our classroom.  •Walk around local area. Can they locate their home on google maps?    **The Natural World**  •Seasons – Autumn – differences and changes over time – weather, animals and plants. Photograph our tree each month to see the changes. Walk in school woods/local park  Introduce **Investigation station**  Explore our 5 senses using class intros and discussions and then an open ended investigation,  •Touch, sensory (rice, slime, gloop), feely bags  • smell pots,  •taste,  •Hear sound(make instruments),  • Sight, blind folds, magnifying glasses (objects to observe), blowing bubbles of different shapes, colours, sizes. | **Past and Present**  •Can talk about what they have done with their families during Christmas’ in the past..  •Show photos of how Christmas used to be celebrated in the past.  •Talk about birthdays and how children have celebrated their own and other family members’ birthdays in the past  **People and Community**  •Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene.  •Cultural Events –, Bonfire Night, Remembrance Sunday, Christmas, Diwali  **The Natural World**  •Seasons – Autumn – differences and changes over time – weather, animals and plants. Walk in school woods/local park  **Investigation station**  Investigating  •colour mixing (using pipettes, printing, spinner for fireworks)  • ice, how to make ice (freezer, outside) rescue toys, ice art, melt ice, exploring balloons, bubbles | **Past and Present**  •Listening to stories and placing events in chronological order.  **People and Communities**  •Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see  •Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  **The Natural World**  •Seasons – winter – differences and changes over time – weather, animals and plants. Walk in school woods/local park  **Investigation station**  • investigate ice, melting ice, ice art (dependent on weather and interest)  •Exploring mark making in paint with a selection of objects, different vegetables.  •Investigating mixing and dissolving | **Past and present**  •Talk about the roles of people around them (people in school, family)  .  **People and Communities**  •Walk in our local area, discuss what adults may be doing (walking, gardening, building, looking after children, shopkeepers, post delivery, cleaning, refuse collecting, caring)  •Invite grown ups within school and parents to come in and share what they do all day.  •Caring for our environment, who does it? What can we do to help? (litter picking)–  **The Natural World**  •Seasons – Spring – differences and changes over time – weather, animals and plants. Walk in school woods/local park  • Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate, look for signs of Spring  **Investigation station,**  • static electricity, battery operated toys (Beebots), simple electric circuits  • Sort different coins. Make rubbings. What will clean coin? Explore cleaning properties of liquids (coke, lemon juice, water, washing up liquid etc)  . | **Past and present**  •Life cycles, discuss how they illustrate past, present and future events.  .  **People and Communities**  • Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/ different?  •Investigate where different crops are grown and why?  •Sort different fruit and veg according to county of origin/climate  •Taste different fruit and veg  **The Natural World**  •Seasons – Spring/Summer– differences and changes over time – weather, animals and plants. Walk in school woods/local park  • Building a bug hotel  Minibeast hunts  After close observation, draw pictures of the natural world, including animals and plants  **Investigation station**  Investigating  • plants and lifecycles.  Seed planting, cress heads, beans in greenhouse bags, observational drawings,  •caterpillar lifecycle (diary),  •frog lifecycle (sequence events) | **Past and Present**  •To understand pirates lived a long time ago. Find out about their lives.  Discuss the differences between then and now.  **People and Communities**  •Share non-fiction texts that offer an insight into contrasting environments  •Identify land and water on maps/globe.  •Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa. Water Aid  •Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  **The Natural World**  •Seasons – Summer– differences and changes over time – weather, animals and plants. Walk in school woods/local park  **Investigation station**  •floating and sinking, •waterproof materials,  •making boats,  •transporting water,  •oil and water in bottles (seaside scene, sensory bottles),  • mixing potions. |
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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GENERAL THEMES** | **ALL ABOUT ME!** | **CELEBRATIONS** | **FAVOURITE STORIES** | **WHAT DO ADULTS DO ALL DAY?** | **GROWING** | **WATER** |
| **EXPRESSIVE ARTS AND DESIGN** |  | **Creating with materials**  Junk model houses  Salt dough Christmas ornaments.  Firework pictures, Christmas cards (share ideas, children design own)  Divas from clay for Diwali  **Being imaginative and expressive**  Christmas songs/poems  Role Play Party’s and Celebrations  Role Play of The Nativity | **Creating with materials**  Make character puppets from stories shared. Make scenes from stories (Bear hunt, Little red hen) drawing, painting using natural materials, collage, paints, pastels  **Being imaginative and expressive**  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Introduce new vocabulary each week inspired by a book or animation to discuss, make up actions and repeat each day.  Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Shadow Puppets Teach children different techniques for joining materials, such as how  to use adhesive tape, treasury tags, paper clips and different sorts of glue. | **Creating with materials**  Easter crafts and cards  Study an artist, discuss what artists do all day, how they make a living. Choose an artist to find out about – Kandinsky  Create similar work using colours to express feelings in concentric circles  Encourage and share more in depth creativity in workshop, start with a plan and adapt models as neccessary  **Being imaginative and expressive**  Provide a wide range of props for play which encourage acting out adult jobs (Dr, nurse, office equipment, vet, construction etc) | **Creating with materials**  Learn about Andy Goldsworth’s transitional art. Create our own artwork inspired by Andy Goldsworth in nature.  Create our own Mud tree sculptures  Observational drawings of plants and animals  Protect plants by making bird scarers  **Being imaginative and expressive**  Learn a dance to a traditional Indian song.  Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.  Exploration of other countries – dressing up in different costumes.  Retelling familiar stories. | **Creating with materials**  Learn about Monet, Water lilies, create our own version  Watery art using watercolours-colour mixing  Sand pictures / Rainbow fish collages  Paper plate jellyfish  Wax resistant paintings  Look at a variety of African animal prints and use a variety of mark making and printing to recreate the patterns.  **Being imaginative and expressive**  Learn a traditional African song and dance and perform it.  Father’s  Day Crafts |

*EARLY LEARNING GOALS*

*End of Year Expectations – Early Learning Goals Holistic / Best Fit Judgement*

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| ***Communication and Language***  ***ELG: Listening, Attention and Understanding***  *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions*  *Make comments about what they have heard and ask questions to clarify their understanding*  *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers*  ***ELG: Speaking***  *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*  *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*  *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.* | ***Personal, social and emotional development***  ***ELG: Self-Regulation***  *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*  *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*  *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*  ***ELG: Managing Self***  *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*  *Explain the reasons for rules, know right from wrong and try to behave accordingly.*  *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*  ***ELG: Building Relationships***  *Work and play cooperatively and take turns with others.*  *Form positive attachments to adults and friendships with peers;.*  *Show sensitivity to their own and to*  *others’ needs.* | ***Physical Development***  ***ELG: Gross Motor Skills***  *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.*  ***ELG: 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.* | ***Literacy***  ***ELG: Comprehension***  *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.*  *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.*  ***ELG: Word Reading***  *Say a sound for each letter in the alphabet and at least 10 digraphs.*  *Read words consistent with their phonic knowledge by sound-blending.*  *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*  ***ELG: Writing***  *Write recognisable letters, most of which are correctly formed.*  *Spell words by identifying sounds in them and representing the sounds with a letter or letters.*  *Write simple phrases and sentences that can be read by others.* | ***Mathematics***  ***ELG: Number***  *Have a deep understanding of number to 10, including the composition of each number;*  *Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*  ***ELG: Numerical Patterns***  *Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.*  *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.* | ***Understanding the world***  ***ELG: Past and Present***  *Talk about the lives of the people around them and their roles in society.*  *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*  *Understand the past through settings, characters and events encountered in books read in class and storytelling.*  ***ELG: People, Culture and Communities***  *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*  *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*  *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*  ***ELG: The Natural World***  *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.*  *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.* | ***Expressive arts and design.***  ***ELG: Creating with Materials***  *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*  *Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.*  ***ELG: Being Imaginative and Expressive***  *Invent, adapt and recount narratives and stories with peers and their teacher.*  *Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.* |