

	Throughout the year extending vocabulary through stories and non-fiction books, new vocabulary in phonics, curiosity cube in class.	through stories and non-fiction books, new vocabulary in phonics, curiosity cube in class.	through stories and non-fiction books, new vocabulary in phonics, curiosity cube in class.	through stories and non-fiction books, new vocabulary in phonics, curiosity cube in class.	through stories and non-fiction books, new vocabulary in phonics, curiosity cube in class.	through stories and non-fiction books, new vocabulary in phonics, curiosity cube in class.
Prime Area Physical Development (Gross and Fine motor) (Following some of the Get Set 4 Education units)	Progressing in skill and difficulty fine motor activities each half term. (See long term progression map) PE Unit Ball skills (Throwing and catching)	Progressing in skill and difficulty fine motor activities each half term. (See long term progression map) PE Unit Games skills (working with partner)	Progressing in skill and difficulty fine motor activities each half term. (See long term progression map) PE Unit Dance (Moving at different levels)	Progressing in skill and difficulty fine motor activities each half term. (See long term progression map) PE Unit Ball skills (Kicking)	Progressing in skill and difficulty fine motor activities each half term. (See long term progression map) PE Unit Gymnastics (Balancing on low apparatus)	Progressing in skill and difficulty fine motor activities each half term. (See long term progression map) PE Unit Games skills (Simple teams games)
Prime Area PSED Building relationships Managing self Self regulation.	See long term progression maps on website.	See long term progression maps on website.	See long term progression maps on website.	See long term progression maps on website.	See long term progression maps on website.	See long term progression maps on website.
Specific Area Literacy reading and comprehension	Developing a love of books through lots of stories. Key texts Tom Percival books based around feelings Other texts based around simple feelings eg Monkey feels sad Very small groups looking at picture books and retelling the story	Developing a love of books through lots of stories. Key texts Woodland animal stories such as The Gruffalo, The Gruffalo's child Percy the Park keeper books. The Christmas story Books exploring more complex feelings eg frustration, worried Very small groups looking at	Developing a love of books through lots of stories. Key texts Focus on texts each week to build up ideas of characters, sequencing and time vocabulary. Traditional tales including Little Red Hen 3 Billy goats gruff 3 Little pigs Group reading cvc books. Phase 2 and 3	Developing a love of books through lots of stories. Key texts Focus on animal based fiction / nonfiction and multicultural texts each week to continue to build up ideas of characters, repeated refrain and prosody and descriptive vocabulary. Cleversticks Dear Zoo We're going on a Lion Hunt	Developing a love of books through lots of stories. Key texts Focus on highly imaginative texts each week to continue to build both answering questions about texts but also asking them. eg Whatever next Jack and the Beanstalk Dinosaur stories Group reading Phase 3/4	Developing a love of books through lots of stories. Key texts Based around the children's own interests. Group reading Phase 4

		Phase 2 cvc books		The hare and the tortoise The Easter Story Group reading Phase 3		
Specific area Literacy Word reading (Follows Little Wandle Scheme for Phonics)	Developing sound sense Introducing single sounds CVC blending	Continuing to introduce single sounds Introducing some digraphs sounds CVC blending and segmenting practically Introducing some tricky words	Continuing to revise single sounds Introducing all phase 3 digraphs CVC blending and segmenting practically and in writing single words Continuing to introduce more tricky words	Continuing to revise all phase 3 digraphs CVC blending and blending of longer words Segmenting practically and in writing single words Continuing to introduce more tricky words	Continuing to revise all phase 3 digraphs Introducing phase 4 blending eg ccvc cvcc Segmenting practically and in writing single words and sentences Continuing to introduce more tricky words	Continuing to revise all phase 3 and phase 4. Writing single words and sentences Continuing to introduce more tricky words
Specific area Literacy Writing	Mark making opportunities provided through provision. Opportunities to see adults write Increasing fine motor skills in provision Handwriting practise started in very small groups. – pencil control activities	Mark making opportunities provided through provision eg lists cards labels Opportunities to see adults write Increasing fine motor skills in provision Handwriting practise of letter groups taught in groups. Including daily practice of name.	Mark making opportunities provided through provision. Opportunities to see adults write Increasing fine motor skills in provision Handwriting practise of letter groups taught in groups and whole class. Writing introduced in phonics Drawing/ writing book to begin to record news/ pictures and writing to do with key text that week. Oral story telling	Mark making opportunities provided through provision. Opportunities to see adults write Increasing fine motor skills in provision Handwriting practise of letter groups taught in groups and whole class. Spelling taught in phonics Drawing/ writing book to record news/ pictures and writing a simple phrase or sentence to do with key text that week. Use of phonic and word mats encouraged. Oral story telling	Mark making opportunities provided through provision. Opportunities to see adults write Increasing fine motor skills in provision Handwriting practise of letter groups taught in groups and whole class. Spelling taught in phonics Drawing/ writing book to record news/ pictures and writing a simple sentence or two to do with key text that week. Use of phonic and word mats encouraged. Oral story telling	Mark making opportunities provided through provision. Opportunities to see adults write Increasing fine motor skills in provision Handwriting practise of letter groups taught in groups and whole class. Spelling taught in phonics Drawing/ writing book to record news/ pictures and writing a simple sentence or two to do with key text that week. Use of phonic and word mats encouraged. Oral story telling
Specific area Maths	Baseline assessment Sorting, matching, exploring patterns	Representing 1,2,3,4, 5 and beginning to see one more and one less.	Representing 6,7,8 Compare mass Comparing capacity	Length, height and time. Representing 9 and 10	Counting to 20 and beyond How many now- adding and taking away	Sharing and grouping Pattern building Mapping

(Follows White Rose for maths scheme)	Counting rhymes such as 5 currant buns	Finding out about different shapes. Positional language eg behind, near	Doubling and halving Odd and even Subitising	Comparing, ordering, partitioning to 10 Ten rhymes 3D shape	Manipulating, composing and decomposing number	Making connections
Understanding the world Blue – History related Yellow- Science related Green- Geography related	Looking at photos of our families. Changing seasons Autumn Parts of tree/ names of trees Looking at where we live and our address. Talk about where we went in the summer holidays- language beach/ sea/ coast	Special people doing different jobs in our communities. Floating and sinking Freezing and melting ice Continuing with Autumn/ Winter changes Animals – woodland Planting bulbs Jobs in our community. Continue to look at where we live	Past and present talking about traditional tales being set in the past and discussing what artefacts were such as spinning wheels, windmills etc Changing seasons Winter and winter walk Animals – focus on British birds and farm animals Walk to look at what road school is on and what is near? Simple maps To be introduced to geographical vocab eg field, hill river through stories such as The Little red Hen, 3 Little Pigs and 3 Billy Goats Gruff.	Describe special events (Easter) Significant individual – Wangari Maathai from Kenya environmentalist. Talk about changes in their own life time by looking back at photos. Looking at old black and white photos. Animals – African animals, looking at diets and habitats/ reptiles. Changing seasons - Spring Observational drawings of plants and animals/ Similarities and differences between our environment and some parts of Africa.	Looking at pictures from long ago of kings and queens and talking about changes. Animals - Growth & Change: caterpillar life cycle Know what a plant needs to grow (growing sunflowers/beans) Look at cultural and religious similarities eg Eid celebrations	Reflect on all the different roles of people in society past and present. What might you want to do when you are older? Changing seasons - Summer Continue observational drawings of plants and animals/ Looking at ways to look after the environment. Walk to Botanic Gardens to see how Crossens leads into Churchtown.
Religion	Myself/ Family I am special Harvest	Celebration Christmas Special times in our lives	Stories Jesus told	Chinese New Year Growing Easter	Special places Ramadam and Eid	Our World Hinduism
Expressive art and design Purple- Art related Green – DT related	Drawing self portraits. Artist –Leonardo de Vinci Build models using construction equipment and found materials. Using sellotape dispensers and cutting simple shapes. Join in with songs and nursey rhymes.	Create collage shape pictures like Kandansky. Painting eg Santa Claus pictures. Use different textures and materials to make firework pictures, rockets. Learning how to use templates to draw around.	Developing drawing skills by copying Mr Men pictures like Roger Hargreaves. Creating chicks with feathers. Creating a house for 3 little pigs with brick and stick patterns. Teaching children how to use a hole punch	Developing printing skills like Farida Zaman and making own pictures/ Easter eggs Making lanterns for Chinese new year –folding techniques Observing daffodils and other spring flowers to make Mother’s Day cards	Developing painting skills like Vincent Van Gogh. Painting own flower pictures Using clay Teaching simple threading in and out with wool Create own threading toy for practice at home using hole punch and wool.	Putting our art skills into place to create own pieces based on our own interests. Using skills and tools developed throughout the year to create own father’s day card or gift. Teaching simple ‘inside cutting’ to cut out shapes.

<p>Orange – Music and Drama</p>	<p>Drama through guided role play in areas and small world.</p>	<p>Creating Christmas cards of our own design. Teach children different techniques for joining materials, such as how to use masking tape and different sorts of glue.. Music: Christmas Songs and nativity Listen to music and make their own dances in response. Drama Christmas productions</p>	<p>Looking at ways of joining boxes Using tools to make bread/ tap shapes/ use ruler Exploring with different materials to create bridges and testing strength Performing and retelling traditional tales through guided role play and whole class retelling using story maps. Music- singing songs to learn about baby animals, months of the year and days of the week etc</p>	<p>Teaching children how to use paper fasteners to join two pieces of card together then make animal. Making rice crispy cakes following a simple recipe and instructions. Music- learn animal song and poem to perform at our concert. Role –play of stories.</p>	<p>Following the charanga music framework Drama conventions through literacy.</p>	<p>Eg make windows in a car with cellophane over. Following the charanga music framework Drama conventions through literacy.</p>
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Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.