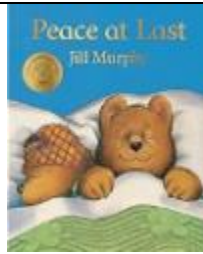


		Autumn 1 8 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Key Themes		All about me Settling in Identity Emotions Homes	Celebrations Autumn Harvest Diwali Halloween Bonfire Christmas	Winter and Animals Winter Animals and their habitats Valentine's Day Chinese New Year	Growing and Changing Spring Lent Plants Life Cycles Mother's Day	People who help us Community Safety Police/ Fire / Ambulance	Summer Transport Travel Summer Transition
<i>Enrichment s.e.g visitors, author, poet</i>		Forest school getting to know our environment Halloween dress up	Fire engine Bonfire in the forest Christmas Crafts Christmas nativity	Winter dress up Winnie the pooh birthday	Planting Ladies that lunch Caterpillars WBD Easter crafts	People who help us visits <ul style="list-style-type: none"> Police Fire Ambulance 	Visits to R classrooms Picnic at the forest End of year trip
Communication and Language							
	Listening and attention	- Listening to familiar adults - Developing attention through songs and stories	- Joining in with songs, rhymes, and repetitive stories - Developing turn-taking in conversation	- Listening to longer stories with some recall - Joining in with refrains	- Sustaining attention in small group activities - Responding to name and group instructions	- Listening with increasing attention and recall - Beginning to respond in conversation	- Listening and responding in group discussions - Maintaining attention in more structured settings
	Understanding	- Following simple instructions (e.g., "Put your coat on") - Understanding key routines	- Understanding simple 'who' and 'where' questions - Recalling parts of stories	- Understanding 'what' and 'why' questions - Beginning to sequence events in stories	- Understanding positional language (e.g., on, under, next to) - Following two-step instructions	- Understanding how and why questions - Identifying feelings and emotions in others	- Understanding instructions with multiple steps - Answering questions about past/future event
	Speaking	- Saying own name - Using single words or short phrases - Naming body parts and familiar people	- Using 2–3 word phrases - Beginning to use descriptive language (e.g., big, shiny) - Retelling simple events	- Retelling stories in own words - Using full sentences (3–5 words) - Expanding vocabulary through storytelling	- Naming animals and habitats - Using descriptive language (e.g., noisy, soft) - Asking simple questions	- Using complex sentences (e.g., "because", "and") - Beginning to engage in back-and-forth conversation	- Talking about future events (e.g., going to school) - Expressing needs and ideas clearly - Using tenses (past/future) appropriately
Physical Development							
	Gross Motor	- Exploring movement in open space - Walking, running, climbing safely	Moving in different ways (jumping, marching, tiptoeing)	- Obstacle courses and movement games - Balancing and climbing with control	- Crawling, hopping, and animal walks - Moving with	- Coordinated movement in group games - Practising spatial	- Preparing for more structured movement (PE-style games) - Showing confidence

		- Introduction to outdoor equipment	- Dancing to music - Using ride-on toys	- Throwing and catching large balls	awareness of space and others	awareness (stop/go, follow-the-leader) - Climbing, pushing, pulling	on large equipment - Practising self-care movements (dressing, toileting)
	Fine Motor	- Developing hand strength through playdough, threading, and stacking - Beginning to use tools like chunky crayons and brushes	- Manipulating small objects (e.g., puzzles, pegs) - Practising mark-making with different tools - Holding tools with whole hand grip	- Using fingers and tools for controlled movements - Tracing lines and simple shapes - Developing pincer grip with tweezers and tongs	- Drawing with increasing control - Starting to use scissors with support - Threading with precision	- Using one-handed tools independently (scissors, glue sticks) - Copying patterns and shapes - Beginning to form some letters and numerals	- Increasing pencil control - Drawing recognisable shapes and people - Managing zips, buttons, and clothing independently
Personal Social and Emotional							
	Self – Regulation	- Learning classroom routines - Expressing simple emotions (happy, sad)	- Identifying and naming emotions - Beginning to take turns with support	- Learning to wait for turn in games - Beginning to use words to solve conflicts	- Managing strong feelings with support (e.g., calming strategies) - Beginning to reflect on behaviour	- Beginning to resolve conflict with peers with adult guidance - Expressing needs more clearly	- Recognising and naming more complex emotions (e.g., nervous, excited) - Preparing for change (new room, new key person)
	Managing self	- Separating from main carer - Exploring independence in toileting and snack time	- Following simple rules and routines - Managing transitions in the day	- Trying new activities with encouragement - Developing awareness of right and wrong	- Making simple choices (e.g., snack, coat) - Taking increasing responsibility for belongings	- Developing independence in dressing/self-care - Following instructions independently	- Showing confidence in new situations - Talking about own likes/dislikes and preferences
	Building relationship	- Playing alongside others - Beginning to share resources with adult support	- Starting to play with others - Showing awareness of others' feelings	- Forming friendships - Seeking out others to play with	- Cooperating with peers - Showing kindness and empathy in play	- Working with others on shared tasks - Showing pride in accomplishments and those of peers	- Forming secure relationships with adults and peers - Saying goodbye positively and talking about "what's next"
Literacy							
Literacy	<i>Core Text</i>	Peace at last	Polar bear, polar bear, what do you hear?	Hello winter	Hello Spring	What the lady bird heard	Hello summer



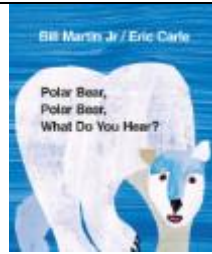
Whatever next



Hello Autumn



Room on the broom



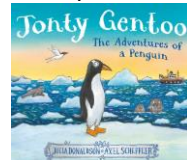
Bear snores on



Jack Frost



Jonty Gentoo



Nativity story



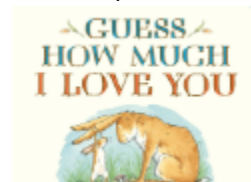
Little Glow



Snow Thief



Guess how much I love you



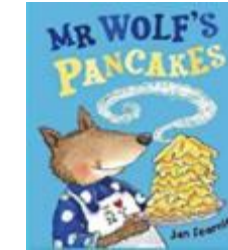
Winnie the pooh



Winnie and Wilmar at Chinese New Year



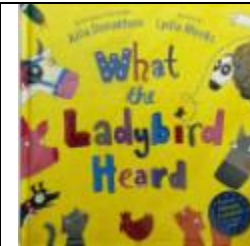
Mr. Wolf's Pancake



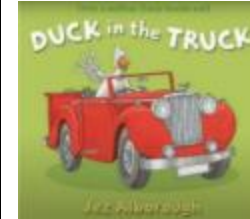
Hungry caterpillars



Flower thief



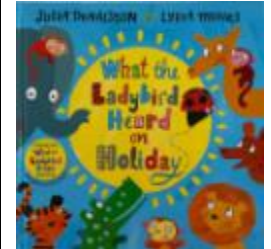
Duck in the truck



People who help us books (various series)



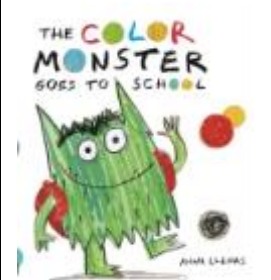
What the lady bird heard on holiday



Share a shell



The colour monster goes to school



						
<i>Linked text</i>	Colour Monster, Oi Frog, K is for kissing a cool kangaroo	All join in, The worrywarts, Dig, Dig, digging	Roadwork, three little pigs, Penguin blue,	Jack and the beanstalk, Many Marvellous, Clara caterpillar	Hattie Peck, three billy goats gruff	Listen, listen Gingerbread man
<i>Poetry</i>	Nursery rhymes	Nursery Rhymes Each peach pear plum 	Nursery Rhymes Some Smug Slug  The animal boogie 	Rumble in the jungle  Mad about minibeast 	Farmyard Hullabaloo 	Bathroom Boogie  Want to be a drummer 
<u><i>Narrative</i></u> Unit and skills	Learn to sit and listen to a short story. Begin identifying characters and settings. Use simple story-related vocabulary (e.g., big, small, happy, sad).	Sequence 2–3 main story events. Retell parts of a story using words or actions. Join in with repeated refrains and rhymes.	Sequence 2–3 main story events. Retell parts of a story using words or actions. Join in with repeated refrains and rhymes.	Create and tell simple original stories based on familiar texts. Understand “problem” and “solution” in stories. Start using story language (e.g., “Once upon a time...”).	Tell a personal experience with beginning, middle, and end. Use time connectives (first, then, after). Speak in full sentences when retelling.	Retell and invent longer stories with minimal support. Use descriptive language and expressive voices. Begin to understand audience and engagement (tone, gestures)

	<u>Scaffolded/ purpose/ audience</u>	Peace at last – Make a musical story	Nativity story – Perform Christmas nativity All join in - Make a musical band	Guess How much I love you - Create a valentine's day card saying why we love someone Chinese New Year party – be able to discuss what people do on chinese new year. Retell 3 little pigs	Hungry caterpillar - images of a life cycle of a caterpillar Mr Wolf's Pancake- Draw favorite pancake and discuss	People who help us - Orally tell adults what people job roles are	What the lady bird heard on holiday - Draw favourite holidays. Retell gingerbread man
Phonics	Environmental Sounds	Identify and describe indoor and outdoor sounds using appropriate vocabulary Featured Text: Peace at Last – Jill Murphy	Identify hidden sounds and sequence them in order Featured Text: All join in – Quinten Blake	Describe and contextualise environmental sounds using vocabulary Featured Text: Road work – Sally Sutton	Apply environmental sound vocabulary in storytelling and play Featured Text: What the lady bird Hear – Julia Donaldson	Use environmental sound vocabulary in imaginative contexts Featured Text: Hattie Peck	Innovate stories and rhymes using environmental sound vocabulary Featured Text: Bathroom Boogie
	Instrumental Sounds	Explore and distinguish sounds made by everyday objects and instruments Featured text: Colour Monster	Discriminate and copy sounds; respond to start/stop signals Featured Text: Polar bear, Polar bear, What do you Hear?	Select and justify instruments to represent sounds in stories Featured text: Three little Pigs	Justify instrument choices linked to songs and rhymes Featured Text: Rumble in the Jungle	Select and play instruments to match characters and actions in stories Featured Text: We're going on a bear hunt	Apply instrument choices to enhance storytelling and performance Featured Text: Want to be a Drummer! Board Book by Mark Powers and Maria Montag
	Body Percussion	Join in with familiar songs using body percussion and vary speed and volume Nursery Rhymes	Copy and create simple sequences of body percussion sounds Nursery Rhymes	Identify body sounds and describe them using vocabulary like fast/slow, loud/quiet Nursery Rhymes	Use a wide range of vocabulary to describe body percussion sounds Featured text: Jack and the beanstalk	Perform and describe body percussion using expressive vocabulary Featured Text: Three billy goats gruff	Create and perform sequences using varied body percussion vocabulary Featured Text: Listen, Listen by Phillis Gershator

	Rhythm and Rhyme	Join in with rhymes and identify rhyming words in stories and songs Featured Text: Oi Frog and Friends Series by Kes Gray	Identify rhyming pairs and continue rhyming strings Featured Text: Each Peach Pear Plum by Janet and Allan Alberg	Recognise syllables in words and use rhyming words to complete phrases Featured Text: Penguin Blue by Rob Biddulph	Continue rhyming strings and identify rhyming patterns in texts Featured Text: Rumble in the Jungle	Use rhyming words to complete sentences and create rhyming strings Featured Text: Duck in the Truck by Jez Alborough	Apply rhyming knowledge in independent play and storytelling Featured Text: Gingerbread Man
	Alliteration	Identify initial sounds in words and begin to group items by initial phoneme Featured Text: K is for Kissing a Cool Kangaroo – Giles Andreae	Recall and sort items by initial phoneme; enunciate clearly Featured Text: The Worrywarts by Pamela Duncan Edwards	Join in with alliterative stories and generate new alliterative words Featured text: Some Smug Slug by Pamela Duncan Edwards	Generate and articulate words with the same initial phoneme Featured Text: Clara Caterpillar by Pamela Duncan Edwards	Create silly sentences and stories using alliteration Featured text: Many Marvellous Monsters by Ed Heck	Use alliteration in imaginative play and storytelling Featured Text: You Choose by Pippa Goodhart and Nick Sharratt
	Voice Sounds	Explore a range of voice sounds and describe them using simple vocabulary Featured Text: Whatever Next by Jill Murphy	Remember and repeat sequences of voice sounds with varied pitch and volume Featured Text: Dig, Dig, Digging by Margaret Mayo	Use voice sounds to enhance storytelling and describe them accurately Featured text: The Animal Boogie: Debbie Harter	Use voice sounds creatively in rhymes and poems Featured Text: Farmyard Hullabaloo	Describe and use voice sounds to represent characters and actions Featured Text: Little red hen	Perform poems and rhymes using expressive voice sounds and vocabulary Featured Text: Do The Voices: The Book with a Different Voice for Every Page by Melinda Issakov
	Oral Blending & Segmenting	Begin to listen to and orally blend and segment simple CVC words	Blend and segment CVC words with the same initial phoneme	Blend and segment CVC words with contrasting phonemes independently	Talk about phonemes in CVC words, focusing on initial, medial, and final sounds	Independently blend and segment CVC words with clear enunciation	Confidently blend and segment CVC and CVCC words in play and routines
Maths							
		-Rote counting 1-3 -Joining in Number Rhymes	-Rote counting to 5 1:1 counting to 3	Counting to 5 with 1:1	Subsiting to 3 One more/ one less to 3	Partition numbers to 5 Combine sets (Add 5)	Solve real word problems Subtraction to 5

	-Exploring 2D shapes - Sorting by Colour/ Size -Positional language - Compare Size (big/small)	-Fast Recognition to 3 - Completing Inset Puzzles -Using the language more and Same	Recognising numerals 0-3 Matching Numeral sets AB Pattern making Compare lengths Daily Time	Link numerals to quantity Recognise and name 2D shapes Use Heavy/ light language Describe simple routines	Explore 3D shapes Extended and fix patterns Match similar features Use time words first/ Then	Compare length/weigh and capacity Identify coins/ Notes Talk about money/ spending Days of the week names.
Understanding the World						
Past and Present	Talking about self and family	Comparing past and present celebrations	Jobs now and in past	Growth over time	Transport then and now	Holiday memories
People, Culture and their Communities	Our home and community	Festivals: Diwali, Bonfire and Christmas Religion: Christianity linked to Christmas Hinduism linked to Diwali	Farm Animals and their babies	Religion: Christianity linked to Easter	People who help us	Maps and places
The Natural World	Seasonal changes: Autumn Our bodies and senses	Floating and sinking	Seasonal Changes: Winter Changes in materials (light, heat, melting)	Seasonal changes: Spring Life cycle: Plants and Animals	Habitats and mini beast	Seasonal change Summer
Science Focus	Forest School Settling in	Autumn Harvest Diwali Halloween Bonfire Christmas	Winter and Animals Winter Animals and their habitats Valentine's Day Chinese New Year	Growing and Changing Spring Lent Plants Life Cycles Mother's Day	People who help us Community Safety Police/ Fire / Ambulance	Summer Transport Travel Summer Transition
Throughout the year in science	<u>Forest School</u> <u>Living things and their habitats</u> <ul style="list-style-type: none"> Explore the surrounding natural environment Explore natural objects from the surrounding environment <u>Plants</u> <ul style="list-style-type: none"> Grow plants 					

		<u>Sound</u> <ul style="list-style-type: none">Listen to soundsMake sounds					
Focus topics		Humans – Life cycles of humans. Learn how to take care of themselves. Learn about their senses.	Electricity - Identify electrical devices. Use battery-powered devices	Materials Combine and mix ingredients. Change materials by heating and cooling, including cooking	Animals, excluding humans - Learn about the life cycles of animals. Compare adult animals to their babies. Observe how baby animals change over time	Forces - Feel forces. Explore how things work. Explore how o bjects/ materials are affected by forces	Materials Explore a range of materials. Shape and join materials.
TAPS		Mud Kitchen Menu Brown Apples	Tree planting Taste Test	Ice castle Making Butter	Light box Provocation	Magnetic bottles Teddy Zip line	Scooping sounds
Creative Art and Design							
Artist	Drawing	Kandinsky		Ed Emberly		L.S Lowry	
	Sculpting	Andy Goldsworthy		Barbra Hepworth		Antony Gormley	
	Painting	Van Gough		Yayoi Kusama		Jackson Pollock	
Creating with materials		<ul style="list-style-type: none">- Exploring paint, crayons, chalk, and collage- Experimenting with marks and textures- Using glue and materials with suppor	Creating art linked to festivals (e.g., Diwali lamps, Christmas decorations) <ul style="list-style-type: none">- Exploring colour and glittery textures- Making simple models with support	<ul style="list-style-type: none">- Using a wider range of materials (fabric, string, card)- Starting to plan what they want to make- Experimenting with combining materials	<ul style="list-style-type: none">- Using paint to represent animals and plants- Exploring printing, stamping, and textured painting- Beginning to cut and stick with more control	<ul style="list-style-type: none">- Designing uniforms, vehicles, and tools with junk modelling- Drawing people with more detail (e.g., eyes, arms, hats)- Choosing their own materials independently	<ul style="list-style-type: none">- Creating self-portraits and transition art- Mixing colours and experimenting with media (e.g., pastels, watercolours)- Using tools more confidently
Being imaginative and expressive with materials		<ul style="list-style-type: none">- Joining in with familiar songs and rhymes- Beginning to use role play in home corner- Moving to music freely	<ul style="list-style-type: none">- Singing simple songs with actions- Using instruments to explore sound- Acting out stories or events in role play	<ul style="list-style-type: none">- Retelling stories through role play and puppets- Using props to act out roles- Making sounds with instruments to match actions or feelings	<ul style="list-style-type: none">- Making animal noises or movement through dance- Using puppets or small world animals for storytelling- Singing songs linked to animals and nature	<ul style="list-style-type: none">- Acting out real-life roles (e.g., doctor, firefighter)- Singing call-and-response or themed songs- Creating narratives in play	<ul style="list-style-type: none">- Creating own songs or dances- Performing for others (e.g., end-of-year songs)- Using imaginative play to express feelings about change