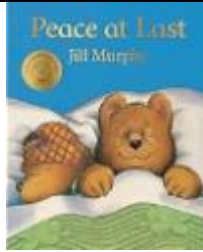


		<b>Autumn 1 8 Weeks</b>	<b>Autumn 2 7 Weeks</b>	<b>Spring 1 6 Weeks</b>	<b>Spring 2 5 Weeks</b>	<b>Summer 1 6 Weeks</b>	<b>Summer 2 7 Weeks</b>
<b>Key Themes</b>		<b>All about me</b> Settling in Identity Emotions Homes	<b>Celebrations</b> Autumn Harvest Diwali Halloween Bonfire Christmas	<b>Winter and Animals</b> Winter Animals and their habitats Valentine's Day Chinese New Year	<b>Growing and Changing</b> Spring Lent Plants Life Cycles Mother's Day	<b>People who help us</b> Community Safety Police/ Fire / Ambulance	<b>Summer</b> 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"> <li>Police</li> <li>Fire</li> <li>Ambulance</li> </ul>	Visits to R classrooms Picnic at the forest End of year trip
<b>Communication and Language</b>							
	<b>Listening and attention</b>	- 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
	<b>Understanding</b>	- 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
	<b>Speaking</b>	- 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
<b>Physical Development</b>							
	<b>Gross Motor</b>	- 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)
	<b>Fine Motor</b>	- 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
<b>Personal Social and Emotional</b>							
	<b>Self – Regulation</b>	- 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)
	<b>Managing self</b>	- 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
	<b>Building relationship</b>	- 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"
<b>Literacy</b>							
<b>Literacy</b>	<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



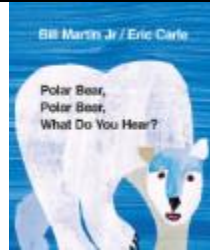
Whatever next



Hello Autumn



Room on the broom



After the fall



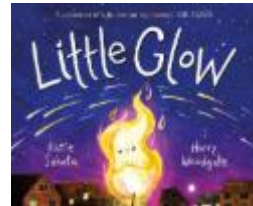
Jack Frost



Nativity story



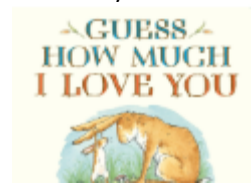
Little Glow



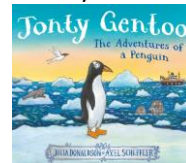
Snow Thief



Guess how much I love you



Jonty Gentoo



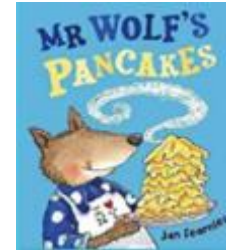
Winnie the pooh



Winnie and Wilmar at Chinese New Year



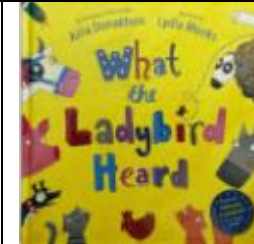
Mr. Wolf's Pancake



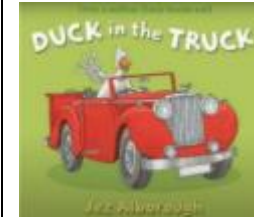
Hungry caterpillars



Flower thief



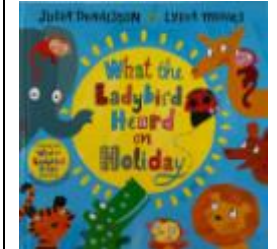
Duck in the truck



People who help us books (various series)



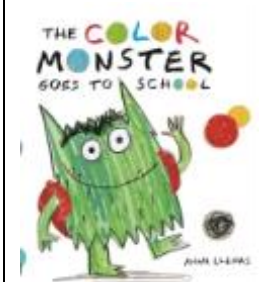
What the lady bird heard on holiday




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 
<i><u>Narrative</u></i> 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)

	<a href="#"><u>Scaffolded/ purpose/ audience</u></a>	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 <b>Featured Text: Peace at Last – Jill Murphy</b>	Identify hidden sounds and sequence them in order <b>Featured Text: All join in – Quinten Blake</b>	Describe and contextualise environmental sounds using vocabulary <b>Featured Text: Road work – Sally Sutton</b>	Apply environmental sound vocabulary in storytelling and play <b>Featured Text: What the lady bird Hear – Julia Donaldson</b>	Use environmental sound vocabulary in imaginative contexts <b>Featured Text: Hattie Peck</b>	Innovate stories and rhymes using environmental sound vocabulary <b>Featured Text: Bathroom Boogie</b>
	Instrumental Sounds	Explore and distinguish sounds made by everyday objects and instruments <b>Featured text: Colour Monster</b>	Discriminate and copy sounds; respond to start/stop signals <b>Featured Text: Polar bear, Polar bear, What do you Hear?</b>	Select and justify instruments to represent sounds in stories <b>Featured text: Three little Pigs</b>	Justify instrument choices linked to songs and rhymes <b>Featured Text: Rumble in the Jungle</b>	Select and play instruments to match characters and actions in stories <b>Featured Text: We're going on a bear hunt</b>	Apply instrument choices to enhance storytelling and performance <b>Featured Text: Want to be a Drummer! Board Book by Mark Powers and Maria Montag</b>
	Body Percussion	Join in with familiar songs using body percussion and vary speed and volume <b>Nursery Rhymes</b>	Copy and create simple sequences of body percussion sounds <b>Nursery Rhymes</b>	Identify body sounds and describe them using vocabulary like fast/slow, loud/quiet <b>Nursery Rhymes</b>	Use a wide range of vocabulary to describe body percussion sounds <b>Featured text: Jack and the beanstalk</b>	Perform and describe body percussion using expressive vocabulary <b>Featured Text: Three billy goats gruff</b>	Create and perform sequences using varied body percussion vocabulary <b>Featured Text: Listen, Listen by Phillis Gershator</b>
	Rhythm and Rhyme	Join in with rhymes and identify rhyming	Identify rhyming pairs and continue rhyming strings	Recognise syllables in words and use	Continue rhyming strings and identify	Use rhyming words to complete	Apply rhyming knowledge in

		words in stories and songs <b>Featured Text: Oi Frog and Friends Series by Kes Gray</b>	<b>Featured Text: Each Peach Pear Plum by Janet and Allan Alberg</b>	rhyming words to complete phrases <b>Featured Text: Penguin Blue by Rob Biddulph</b>	rhyming patterns in texts <b>Featured Text: Rumble in the Jungle</b>	sentences and create rhyming strings <b>Featured Text: Duck in the Truck by Jez Alborough</b>	independent play and storytelling <b>Featured Text: Gingerbread Man</b>
	<b>Alliteration</b>	Identify initial sounds in words and begin to group items by initial phoneme <b>Featured Text: K is for Kissing a Cool Kangaroo – Giles Andreae</b>	Recall and sort items by initial phoneme; enunciate clearly <b>Featured Text: The Worrywarts by Pamela Duncan Edwards</b>	Join in with alliterative stories and generate new alliterative words <b>Featured text: Some Smug Slug by Pamela Duncan Edwards</b>	Generate and articulate words with the same initial phoneme <b>Featured Text: Clara Caterpillar by Pamela Duncan Edwards</b>	Create silly sentences and stories using alliteration <b>Featured text: Many Marvellous Monsters by Ed Heck</b>	Use alliteration in imaginative play and storytelling <b>Featured Text: You Choose by Pippa Goodhart and Nick Sharratt</b>
	<b>Voice Sounds</b>	Explore a range of voice sounds and describe them using simple vocabulary <b>Featured Text: Whatever Next by Jill Murphy</b>	Remember and repeat sequences of voice sounds with varied pitch and volume <b>Featured Text: Dig, Dig, Digging by Margaret Mayo</b>	Use voice sounds to enhance storytelling and describe them accurately <b>Featured text: The Animal Boogie: Debbie Harter</b>	Use voice sounds creatively in rhymes and poems <b>Featured Text: Farmyard Hullabaloo</b>	Describe and use voice sounds to represent characters and actions <b>Featured Text: Little red hen</b>	Perform poems and rhymes using expressive voice sounds and vocabulary <b>Featured Text: Do The Voices: The Book with a Different Voice for Every Page by Melinda Issakov</b>
	<b>Oral Blending &amp; Segmenting</b>	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
<b>Maths</b>							
		-Rote counting 1-3 -Joining in Number Rhymes -Exploring 2D shapes	-Rote counting to 5 1:1 counting to 3 -Fast Recognition to 3	Counting to 5 with 1:1 Recognising numerals 0-3	Subsiting to 3 One more/ one less to 3 Link numerals to quantity	Partition numbers to 5 Combine sets (Add 5) Explore 3D shapes	Solve real word problems Subtraction to 5

	- Sorting by Colour/ Size -Positional language - Compare Size (big/small)	- Completing Inset Puzzles -Using the language more and Same	Matching Numeral sets AB Pattern making Compare lengths Daily Time	Recognise and name 2D shapes Use Heavy/ light language Describe simple routines	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.
<b>Understanding the World</b>						
<b>Past and Present</b>	Talking about self and family	Comparing past and present celebrations	Jobs now and in past	Growth over time	Transport then and now	Holiday memories
<b>People, Culture and their Communities</b>	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
<b>The Natural World</b>	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
<b>Science Focus</b>	<b>Forest School</b> Settling in	<b>Autumn</b> Harvest Diwali Halloween Bonfire Christmas	<b>Winter and Animals</b> Winter Animals and their habitats Valentine's Day Chinese New Year	<b>Growing and Changing</b> Spring Lent Plants Life Cycles Mother's Day	<b>People who help us</b> Community Safety Police/ Fire / Ambulance	<b>Summer</b> Transport Travel Summer Transition
<b>Throughout the year in science</b>	<b><u>Forest School</u></b> <b><u>Living things and their habitats</u></b> <ul style="list-style-type: none"> <li>Explore the surrounding natural environment</li> <li>Explore natural objects from the surrounding environment</li> </ul> <b><u>Plants</u></b> <ul style="list-style-type: none"> <li>Grow plants</li> </ul>					

		<u>Sound</u> <ul style="list-style-type: none"><li>• Listen to sounds</li><li>• Make sounds</li></ul>					
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	Testing bridge materials Taste Test	Ice castle Winter clothes	Light box Provocation Sorting finds	Magnetic bottles Teddy Zip line	Scooping sounds Bubble blowers
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"><li>- Exploring paint, crayons, chalk, and collage</li><li>- Experimenting with marks and textures</li><li>- Using glue and materials with suppor</li></ul>	Creating art linked to festivals (e.g., Diwali lamps, Christmas decorations) <ul style="list-style-type: none"><li>- Exploring colour and glittery textures</li><li>- Making simple models with support</li></ul>	<ul style="list-style-type: none"><li>- Using a wider range of materials (fabric, string, card)</li><li>- Starting to plan what they want to make</li><li>- Experimenting with combining materials</li></ul>	<ul style="list-style-type: none"><li>- Using paint to represent animals and plants</li><li>- Exploring printing, stamping, and textured painting</li><li>- Beginning to cut and stick with more control</li></ul>	<ul style="list-style-type: none"><li>- Designing uniforms, vehicles, and tools with junk modelling</li><li>- Drawing people with more detail (e.g., eyes, arms, hats)</li><li>- Choosing their own materials independently</li></ul>	<ul style="list-style-type: none"><li>- Creating self-portraits and transition art</li><li>- Mixing colours and experimenting with media (e.g., pastels, watercolours)</li><li>- Using tools more confidently</li></ul>
Being imaginative and expressive with materials		<ul style="list-style-type: none"><li>- Joining in with familiar songs and rhymes</li><li>- Beginning to use role play in home corner</li><li>- Moving to music freely</li></ul>	<ul style="list-style-type: none"><li>- Singing simple songs with actions</li><li>- Using instruments to explore sound</li><li>- Acting out stories or events in role play</li></ul>	<ul style="list-style-type: none"><li>- Retelling stories through role play and puppets</li><li>- Using props to act out roles</li><li>- Making sounds with instruments to match actions or feelings</li></ul>	<ul style="list-style-type: none"><li>- Making animal noises or movement through dance</li><li>- Using puppets or small world animals for storytelling</li><li>- Singing songs linked to animals and nature</li></ul>	<ul style="list-style-type: none"><li>- Acting out real-life roles (e.g., doctor, firefighter)</li><li>- Singing call-and-response or themed songs</li><li>- Creating narratives in play</li></ul>	<ul style="list-style-type: none"><li>- Creating own songs or dances</li><li>- Performing for others (e.g., end-of-year songs)</li><li>- Using imaginative play to express feelings about change</li></ul>