

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | People | | Changes | | Place | |
| | Myself | Special Times | Materials | Life Cycles | Animals | Environment |
| Seasonal Focus | Autumn - Winter | | Winter - Spring | | Spring - Summer | |
| Learning opportunities/Our Fond experiences... | Settling in School rules and routines Friendship web Nursery Rhymes Making friends Self portraits My family Decorating names Listening games Making a broomstick signs of autumn | Painting inspired by Georgia O'Keefe Birthdays Halloween Bonfire Night Diwali Hanukkah Christmas performance Christmas Signs of winter | Winter artwork Ice/Water Baking Sorting materials Lunar New Year Pancake Day Shape pictures inspired by Mondrian signs of spring | World Book Day Caterpillars Frogspawn Planting sunflowers Mother's Day Easter Names on caterpillars spring | Animal habitats Farm Jungle Ocean Bees Artwork inspired by Yayoi Kusama signs of summer | Father's Day Poetry Looking after environment Our School environment Transition Sports day Holidays summer |
| Books | Book of the week: Lulu's First Day - Anna McQuinn First Day at Bug School - Sam LLOYD Hugless Douglass and the Nature Walk - David Melling Its OK to be Different - Todd Parr The Family Book - Todd Parr Autumn is Here - Heidi Pross Gray (non fiction) The Witches cat and the Broomstick Blunder - Kirstie Watson Books around theme: I Like Me! - Nancy Carlson Chui's First Day at School - Neil Gaiman Colour Monster Goes to School - Anna Lienas We Eat Bananas - Kate Abey Almost Anything - Sophie Henn Goodbye Summer, Hello Autumn - Kenard Pak (non-fiction) Ruffles - David Melling Hugless Douglas - David Melling Room on the Broom - Julia Donaldson No outsiders Hello, Hello - Brendan Wenzel | Book of the week: The Jar of Happiness - Ailsa Burrows The Worrysaurus - Rachel Bright Pumpkin Soup - Helen Cooper Oi Frog - Kes Gray The Wonky Donkey - Craig Smith The 12 Cats of Christmas - Alison Ritchie The Christmas Story Books around theme: Father Christmas Needs a Wee - Nicholas Allnan Pick a Pine Tree - Patricia Toht Just for You Blue Kangaroo - Emma Chichester Clark Diwali - non fiction Oi Dog and Oi Cat (rhyme) No outsiders You Choose - Pippa Goodhart | Book of the week: Snowball - Sue Hendra Here comes Jack Frost - Kazuno Kohara Meet the Artist - Piet Mondrian - Marie Doerfler (non fiction) Biscuit Bear - Mini Grey The Empty Pot - Demi Books around theme: The Paper Dolls - Julia Donaldson Mr Wolf's Pancakes - Jan Fearnley Aliens Love Smelly Jelly - Tony Mitton Goodbye Autumn, Hello Winter - Kenard Pak (non fiction) Eddie's Kitchen: and how to make good things to eat - Sarah Garland Snowflakes - Carrie Burnell Not a Stick - Antoinette Portis | Book of the week: My Butterfly Bouquet - Nicola Davies The Growing Story - Ruth Krauss Grow Strong - Chen Meiners I Love My Mummy - Giles Andreae Growing Frogs - Vivian French Little Rabbit Foo Foo - Michael Rosen Books around theme: Eddie's Garden: and how to make things grow - Sarah Garland The Tiny Seed - Eric Carle The Crunching Munching Caterpillar - Sheridan Cain The very hungry caterpillar - Eric Carle The Teeny Weeny Tadpole - Sheridan Cain Jasper's Beanstalk - Nick Butterworth Spring - non fiction No outsiders Mommy, Mama and Me - Leslea Newman | Book of the week: Blue Chameleon - Emily Gravett What the Ladybird Heard - Julia Donaldson Walking Through the Jungle - Stella Blackstone Press Here - Herve Tullet Commotion in the Ocean - Giles Andreae Honey Biscuits - Meredith Hooper Bee: Nature's Tiny Miracle - Britta Teckentrup Books around theme: Dear Zoo - Rod Campbell Brown Bear, Brown Bear, What do you see? - Eric Carle Octopants - Suzy Senior Jungle Jamboree - Jo Empson Tiddler - Julia Donaldson Giraffes Can't Dance - Giles Andreae The Rhyming Rabbit - Julia Donaldson Sharing a Shell - Julia Donaldson Rosie's Walk - Pat Hutchins Goat and the Goat and the Boat - Em Lynas No outsiders Blue Chameleon - Emily Gravett | Book of the week: We're Going on a Bear Hunt - Michael Rosen I love my Daddy - Giles Andreae Watch Me Bloom - A Bouquet of Haiku Poetry Somebody Swallowed Stanley - Sarah Roberts Tree: Seasons Come, Seasons Go - Britta Teckentrup Mac's First Day of School - Kate Berube Harry and the Dinosaurs go on Holiday - Adrian Reynolds Books around theme: Mr Gumpy's Outing - John Burningham Billy's Bucket - Kes Gray Where's The Starfish? - Barroux The Little Raindrop - Joanna Gray Moon: night-time around the world - Britta Teckentrup Under the Same Sky - Britta Teckentrup |
| Communication and Language | Listening, Attention and Understanding I am able to listen to stories. - favourite stories - story time each day I am able to listen to others - listening games, parachute games Speaking I can join in and sing some traditional nursery rhymes and songs. - Rhyme each week - Hello song, days of the week | Listening, Attention and Understanding I can recall some key events from a story - discussions about stories - familiar stories and repeated stories Speaking I can talk about familiar books. - discussions about stories I can use talk to organise myself and my play. - A of P | Listening, Attention and Understanding I am beginning to pay attention to more than one thing at a time. - stopping play to tidy up - adult led focus activities e.g. painting I can answer simple 'who', 'what', 'where' questions. - talk with adults and peers Speaking I know how to use longer sentences (of 4-6 words). - planned talk activities I can express a point of view using words and actions - Select from 'You Choose' | Listening, Attention and Understanding I can understand and follow 2+ simple step instructions. - getting ready to go home and to play outdoors I can understand simple why questions. - Interactions with adults e.g. why does the caterpillar eat? Speaking I know how to take turns speaking and listening during a conversation. - During play in A of P - Circle times I can respond appropriately during a conversation. | Listening, Attention and Understanding I can understand and use a widening range of vocabulary - Related to our learning e.g. animal habitats Speaking I can use a widening range of vocabulary - Related to learning e.g. animal habitats | Listening, Attention and Understanding I can listen to longer stories, showing an understanding through 'who', 'what', 'where', 'why' questions. Speaking I can ask why questions during a conversation, and continue a conversation for many turns. - In A of P - During discussions with adults and peers |

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| | | | - Favourite food or story | - Circle time, Planned talk, A of P | | |
| Personal, Social and Emotional Development Books: The Magic Paintbrush - Julia Donaldson Rain before Rainbows - Smriti Halls I don't want to wash my hands! - Tony Moss The Perfect Sofa - Fifi Kup I'm Sticking with you - Smriti Halls My Friend Bear - Jez Alborough Mr Big - Ed Vere Oonga Bunga - Freida Wishinsky Your Hand in my Hand - Mark Sperring and Britta Teckentrup Kaya's Heart Song - Diwa Tharan Sanders I'm in Charge - Jeanne Willis | Self Regulation I can talk about feelings, what makes me happy, sad, cross, angry, calm - Read stories about feelings e.g. Worrysaurus | Self Regulation I can share how I am feeling with other members in the classroom. - Circle time - Interactions with adults and peers - Sharing resources | Self Regulation I show an understanding of how to manage my feelings: If I am feeling sad? If I need to calm down? - modelling strategies | Self Regulation I have developed appropriate ways of being assertive. - Board games - Taking turns | Self Regulation I can talk with others to solve conflict. - A of P - Language modelled | Self Regulation I can find solutions to conflicts and reverts, while managing my own feelings. - Language modelled |
| | Managing Self I can select and use activities and resources independently (ask for help if needed) - A of P I can wash my hands independently - Washing hands book and song | Managing Self I am beginning to follow rules. - Nursery rules and routines - Tidy up time - Lunch time I am showing more confidence in social situations. - Party - Christmas performance - Visitors in Nursery | Managing Self I am becoming more outgoing with unfamiliar people, in the context of a safe setting. - Visitors | Managing Self I have an awareness of making healthy choices about food, drink and cleaning teeth. - Lunch boxes - Snack time - Activity on cleaning teeth - Reading stories e.g. 'Grow Strong' - Taking exercise - Fresh air | Managing Self I am increasingly independent in meeting my own personal care needs. - Washing hands - Using toilet - Dressing self - Taking exercise | Managing Self I can remember rules without needing an adult to remind them. - Using equipment safely - Keeping safe |
| | Building Relationships I am beginning to take turns, and develop friendships. - Circle time - Introducing ourselves | Building Relationships I can talk and listen to others within my play. - A of P | Building Relationships I can play with one or more friends, extending and elaborating my play ideas. - A of P | Building Relationships I am a good friend and can build friendships. - A of P - During Nursery day - Reading stories about friendship 'My Friend Bear' | Building Relationships I am beginning to understand how others might feel. - A of P - Stories about feelings 'Jar of Happiness' | Building Relationships I have developed a sense of responsibility and membership of a community. - Team Nursery - Working together |
| | Jigsaw theme Being me in my world | Jigsaw theme Celebrating Difference | Jigsaw theme Dreams and goals | Jigsaw theme Healthy Me | Jigsaw theme Relationships | Jigsaw theme Changing Me |
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| Physical Development | Gross Motor Skills I enjoy physical outdoor play. I can use a scooter and ride a tricycle. - Outdoor play | Gross Motor Skills I can use large muscle movements to play games, wave flags, paint, sweep and balance. - Games in hall - Moving like fireworks - Party games - Movement to music I can go up stairs and steps or climb up apparatus - Homework (stairs at home) | Gross Motor Skills I am able to skip, hop, jump and hold a pose. - Dancing and movement - Party games I can match my developing physical skills to tasks and activities. - Games in the hall - Obstacle course - Pancake race - Dough disco - Butterfly life cycle movement | Gross Motor Skills I can ride trikes and scooters while staying on a track. - Outdoor play I can roll, kick, and throw a ball. - Play games in hall and outside | Gross Motor Skills I can collaborate with others to manage moving large items. - Collaborative large construction - Tidy up time, bed shed I can remember sequences and patterns of movements. - Dance routines - Write Dance activities | Gross Motor Skills I can follow instructions in simple sports activities, team games and races. - Sports day I can take part in group activities. - Team games e.g. what time is it Mr Wolf |
| | Fine Motor Skills I can independently unzip my lunch bags, and unwrap my lunch. - Lunch time | Fine Motor Skills I can use one handed tools - such as a paint brush. - Self portrait - Chopping a pumpkin I am able to put on my own coats and attempt to zip it up and do my fastenings. - Playing outside | Fine Motor Skills I can use my developing fine motor skills in activities such as sewing and threading. - Sew embellishments on material - Make a pasta necklace - Using tweezers to pick up objects - Peg boards - Dough disco | Fine Motor Skills I can use a comfortable grip when holding a pencil or pen. - Opportunities to mark-make and develop grip e.g. Mother's Day cards, Easter cards - Tracing name - Writing name on caterpillar I show a preference for a dominant hand. - Using pencil, scissors, paintbrush | Fine Motor Skills I can make snips in paper using scissors. - Cut along simple lines on paper I am starting to eat independently and learning how to use a knife and fork. - Butter bread to make honey sandwiches - Eating snack with a knife and fork e.g cutting up cheese or ham | Fine Motor Skills I am beginning to hold a pencil with a modified tripod grip and show control, and good pressure. - Handwriting sessions - Writing name - Model and correct grip when children are writing |
| Literacy | Comprehension I can join in with repeated phrases for familiar stories. - 'The Gruffalo' - 'Room on the Broom' - Gingerbread Man - 'The Train Ride' - Nursery Rhymes | Comprehension I can express simple likes and dislikes about a shared story - 'You Choose' | Comprehension I can engage in conversations about stories, using new vocabulary. - Planned talk - Talking about stories | Comprehension I can use new vocabulary in my play, acting out and role-playing narratives/stories. - A of P - Outdoor stage area - Role play and small world | Comprehension I can engage in extended conversations about stories, using and understanding new vocabulary. - Different stories on same theme to repeat vocabulary | Comprehension I can answer who, what, why questions linked to stories shared. - Make story maps together of hey books e.g. 'We're Going on a Bear Hunt' I understand all the 5 key concepts about print. - Talking about books as we read together |
| | Word Reading I know how to handle a book and turn pages. - Reading a book is modelled - Independent reading every day I am learning how to listen to sounds e.g. environmental, sounds in story. - The Train Ride (story sounds) - Listening walk (environmental sounds) - Body percussion - Voice sounds | Word Reading I can recognise rhymes. - Rhyming stories - Nursery rhymes - Rhyming activities such as silly soup I can recognise my name. - Self registration - Name at snack time and on coat peg - Decorate name | Word Reading I know that print has meaning and is read left to right, and top to bottom. - Talking about books as we read together | Word Reading I can clap out syllables in a word or song. - Clapping syllables in names Number of letters in name - Names on caterpillars | Word Reading I can recognise words with the same initial sound. - Phonics speed sound sessions - Labels and words in classroom - Story time | Word Reading I have developed my oral blending skills. - Fred talk - Speed sound sessions |

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| | <p>Writing I can manipulate play dough, rolling, squeezing, and pressing. - A of P</p> | <p>Writing I can mark make using a variety of materials, paint, felt tips, chalk. - A of P - Use a comfortable grip</p> | <p>Writing I can mark make, drawing a variety of straight lines. - Using handwriting patterns - Write Dance</p> | <p>Writing I can draw curved lines in both clockwise and anti-clockwise directions. - Streamers - Handwriting patterns - Write Dance</p> | <p>Writing I can write some of/all of my first name. - Tracing name card - Writing names in cards I can use my print or letter knowledge in play. - Speed sound sessions - Writing resources in A of P</p> | <p>Writing I can write some/all letters in my name correctly. - Letter formation rhymes - Hand writing - Name writing - Adult to model writing as much as possible</p> |
| | | | | | | <p>Handwriting: Practising writing letters with correct formation using RWI rhymes.</p> |
| | <p>Phonics Listening to sounds e.g. listening Walk</p> | <p>Phonics Differentiating sounds E.g. favourite sounds, drumming sounds Developing phonological awareness - spot and say rhyming words - Rhyming stories, 'Oi Dog,' 'Oi Frog'</p> | <p>Phonics RWI Picture cards</p> | <p>Phonics Fred Talk - Fred talk games Developing phonological awareness - count and clap syllables - Names as children leave carpet - Using claves and drums</p> | <p>Phonics Set 1 speed sounds</p> | <p>Phonics Set 1 speed sounds Word time - reading simple CVC words</p> |
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| Mathematics | <p>Number I can sing number songs and recite numbers 5 - Number songs and rhymes each day I can count how many children are in Nursery today - Last number reached tells us how many children in total</p> | <p>Number I can recognise, match numerals, count and subitise numbers 1 and 2. - A of P - Go on a number hunt - numerals in the environment I can show finger numbers. - Use fingers whenever we talk about numbers</p> | <p>Number I can recognise, match numerals and count numbers 3, 4, 5. - Number stories e.g. 10 - Dinosaurs I can subitise number 3. - Using dice - Looking at pictures I can use a 5 frame. - Frame to vote for story - Use frame when having snack e.g. 4 sugar snap peas</p> | <p>Number I can count to 5, saying 1 number for each object. - Counting whenever possible - Tidy up time - Chairs around table - Baking biscuits, use numicon as cutter/stamper - Counting letters in name I can count to 6 using a 10 frame. - Sing a song of sixpence - Number line</p> | <p>Number I can make comparisons between quantities using vocabulary more than, less than, fewer than. - Snack time - Groups of children I can make marks in maths. - Opportunities to mark make - White board and paper in maths area - Model writing numerals and other ways to represent numbers e.g. dots</p> | <p>Number I can talk about the composition of numbers to 5. - 4 and 1 more is 5 - 2 and 2 make 4 I can solve simple mathematical problems within 5. - How many people are on a bus - Which dog bowl has more biscuits</p> |
| | <p>Numerical Patterns I can match and sort objects into 2 groups. - Sort by colour, size and object</p> | <p>Numerical Patterns I can talk about simple patterns including repeating patterns (ABAB) - Repeating pattern wrapping paper - Repeating pattern in nature, leaf, twig, leaf, twig I can explore using shapes appropriately e.g. construction, pictures. - Make a picture using 2D shapes e.g. person, car</p> | <p>Numerical Patterns I can explore and talk about simple 2D shapes. - Go on a shape hunt I can collage using shapes - Mondrian inspired picture using squares and rectangles</p> | <p>Numerical Patterns I can make comparisons between objects relating to height and length, mass and capacity. - Goldilocks and the 3 bears for size - Weighing objects - Full, empty - Drinks at snack time - Different sized Easter eggs Matching patterns on Easter eggs</p> | <p>Numerical Patterns I can understand position through words, (under, over, in, on). - 'Rosie's Walk' I can explore and talk about simple 3D shapes. - Construction/building - Junk modelling with boxes</p> | <p>Numerical Patterns I can say what comes after and what comes before. - Daily timetable - Stories - 'We're going on a bear Hunt' - First, then I can describe a simple route. - Story map for 'Walking through the Jungle' - Movement based on stories - Using Beebots</p> |
| | <p>White Rose Maths Colours, matching, sorting</p> | <p>White Rose Maths Number 1 and 2, pattern</p> | <p>White Rose Maths Numbers 3, 4 and 5</p> | <p>White Rose Maths Number 6, Height and Length, Mass, Capacity</p> | <p>White Rose Maths Sequencing, positional language, more and fewer, 2d shapes, 3D shapes</p> | <p>White Rose Maths Number composition 1-5, After, before,</p> |
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| Understanding the World | <p>Past and Present I can talk about myself and my family. - Circle time - Stories e.g. 'Monkey Puzzle' - Paint a Self-portrait - Draw a Family picture - Using loose parts to make a family</p> | <p>Past and Present I can talk about special times for my family. - Family traditions at special times - Birthday - cake, party, present</p> | <p>Past and Present I can talk about things that are special to me. - Favourite presents at Christmas - Favourite/special toys - Special people</p> | <p>Past and Present I can talk about how I have grown and changed. - 'Growing Story' - Pictures of ourselves as babies</p> | <p>Past and Present I can talk about my family pets, and find out if my parents/grandparents had pets. - Homework - Photographs of pets - Stories about pets</p> | <p>Past and Present I can talk about the different holidays I have been on. - Circle time - Different countries and types of holidays e.g. camping, hotel</p> |
| | <p>People, Culture and Communities I can show an interest in different occupations e.g. people who help us. - Small world - Non-fiction books - Visitors</p> | <p>People, Culture and Communities I can explore and talk about changes in people, communities and celebrations. - Various celebrations this term e.g. Diwali, Christmas, Hanukkah</p> | <p>People, Culture and Communities I can talk about differences in environments e.g. the Arctic and a local farm - Small world - Stories and non-fiction books</p> | <p>People, Culture and Communities I can draw what I see e.g. observational drawing outdoors - Observational drawing in forest schools</p> | <p>People, Culture and Communities I can talk about different animal habitats. - Farm - Jungle - Ocean - Woodland (mini-beasts)</p> | <p>People, Culture and Communities I can use new vocabulary when talking about different countries in the world. - Stories from different countries - Looking at a globe I can talk about our school environment and our local community. - Walk around the school grounds - Community, village sports day, school fair, I can talk about my immediate environment and read a simple map. - Map of Nursery to follow - Story maps 'Rosie's Walk'</p> |
| | <p>The Natural World I can talk about what I can see, feel and hear while outside. - Explore outdoor classroom - Explore forest school area - Noticing shadows</p> | <p>The Natural World I can explore and talk about changes in Autumn. - Observational walk - Cooking with apples and pumpkins - Tree display</p> | <p>The Natural World I can talk about the differences in materials and the changes I notice. - Ice and water, making ice pops - Baking ingredients, biscuits</p> | <p>The Natural World I can talk about how things work. - Clockwork/wind up toys - Spinning toys - Cars on ramps - Forces applied</p> | <p>The Natural World I can talk about how to plant a seed and how to take care of a plant. - Plant seeds in outdoor area and look after the plants I can talk about the different weather we</p> | <p>The Natural World I can explore and talk about changes in Summer. - Observational walk - Tree display I can use newly introduced vocabulary. - Opportunities to talk and</p> |

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| | <p>I can use all my senses in exploration of natural materials.</p> <ul style="list-style-type: none"> - Collage of natural materials | <p>I am able to explore and talk about different forces I can feel.</p> <ul style="list-style-type: none"> - Wind and rain when outside - Pushing and pulling in games - Magnets - Gravity, cars on ramps and marble run | <p>I can explore collections of materials with similar and/or different properties.</p> <ul style="list-style-type: none"> - Sorting different types of materials - Hard and soft materials - Solid and liquid | <p>I can explore and talk about signs of Spring.</p> <ul style="list-style-type: none"> - Observational walk - Looking at pictures - Stories and non-fiction books - Tree display <p>I can talk about the life cycle of a plant and an animal.</p> <ul style="list-style-type: none"> - Caterpillars - Frogspawn - Planting sunflowers and beans - Stories about life cycles e.g. 'Butterfly Bouquet' | <p>experience during the different seasons.</p> <ul style="list-style-type: none"> - Keep a weather diary - Talk about weather each day as part of our calendar, link to seasons - Dress the teddy for the weather (interactive game) | <p>interact with adults and peers</p> <p>I can explain what I can do to care for the natural environment and why this is important.</p> <ul style="list-style-type: none"> - 'Somebody swallowed Stanley' - Recycling - homework - Litter - pick up litter around school | |
| | <p>Science Use all their senses in hands-on exploration of natural materials.</p> | <p>Science Explore and talk about forces we feel.</p> | <p>Science Explore collections of materials with similar and/or different properties.</p> | <p>Science Understand the key features of the life cycle of a plant and an animal.</p> | <p>Science Plant seeds and care for growing plants.</p> | <p>Science Begin to understand the need to respect and care for the natural environment and all living things.</p> | |
| | <p>Religious Education Myself</p> | <p>Religious Education Special Times</p> | <p>Religious Education My special things</p> | <p>Religious Education Friendship</p> | <p>Religious Education The Natural World</p> | <p>Religious Education Our Community</p> | |
| | <p>Geography Our immediate environment Weather</p> | <p>Geography Autumn walk</p> | <p>Geography Winter walk Polar regions</p> | <p>Geography Spring walk Observational drawing - draw what you see</p> | <p>Geography Different animal habitats Weather</p> | <p>Geography The environment Summer walk Describe a simple route Look at simple maps</p> | |
| | <p>History Myself and my family</p> | <p>History Celebrations and family traditions</p> | <p>History Special things</p> | <p>History How we change as we grow</p> | <p>History Family pets in the past</p> | <p>History Holidays taken</p> | |
| Expressive Arts and Design | <p>Creating with Materials I can explore different materials.</p> <ul style="list-style-type: none"> - Free choice on creative table with a variety of resources - Collage using natural materials - Playdough and/or clay - Printing with different material | <p>Creating with Materials I can make choices about which materials to use when creating.</p> <ul style="list-style-type: none"> - Making a broomstick in forest school <p>I can use shapes and lines to begin to represent objects.</p> <ul style="list-style-type: none"> - Paintings inspired by Georgia O'Keefe - Observational drawing of objects | <p>Creating with Materials I can explore colour and colour mixing.</p> <ul style="list-style-type: none"> - Colour mixing hand prints - Green aliens <p>I know the primary colours.</p> <ul style="list-style-type: none"> - Introduce as we look at Mondrian's artwork using primary colours <p>I can join different materials together.</p> <ul style="list-style-type: none"> - Junk modelling - Glue, string, sellotape, treasury tags | <p>Creating with Materials I can draw with increasing complexity what I see.</p> <ul style="list-style-type: none"> - Observational drawing of spring flowers - Draw flowers and then paint for Mother's Day cards <p>I can draw on different surfaces and paper.</p> <ul style="list-style-type: none"> - Lots of opportunities to mark make inside and outside - Write Dance | <p>Creating with Materials I can develop my own ideas and can decide which materials to use to express them.</p> <ul style="list-style-type: none"> - Inspired by Yayoi Kusama we can draw, paint, or sculpt - Free choice in creative area - Junk modelling | <p>Creating with Materials I can show different emotions in my drawings and paintings.</p> <ul style="list-style-type: none"> - Large paper in hall - Different mood music playing <p>I can use drawing to represent ideas like movement or loud noises.</p> <ul style="list-style-type: none"> - Write Dance - Large sheets of paper inside and outside - Large paint rollers outside | |
| | <p>Being Imaginative I can take part in simple pretend play</p> <ul style="list-style-type: none"> - A of P - Role play and small world <p>I can listen with increasing attention to sounds.</p> <ul style="list-style-type: none"> - The Train Ride (story sounds) - Listening walk (environmental sounds) - Body percussion - Voice sounds - Using instruments | <p>Being Imaginative I can remember and perform songs in the Christmas performance.</p> <ul style="list-style-type: none"> - Christmas songs - Movement and dance <p>I can play instruments with increasing control to express my feelings and ideas.</p> <ul style="list-style-type: none"> - Explore instruments - Play instruments happily/angrily | <p>Being Imaginative I can create stories using small world equipment and resources.</p> <ul style="list-style-type: none"> - Different small world play <p>I can respond to what I have heard, and express my thoughts and feelings.</p> <ul style="list-style-type: none"> - Draw as we listen to different types of music e.g. disco, classical, - Move to different musical styles in the hall e.g. Bollywood, drumming, classical | <p>Being Imaginative I can sing the pitch of a tone sung by another person.</p> <ul style="list-style-type: none"> - Songs for Easter - Songs about our learning | <p>Being Imaginative I can make imaginative and complex 'small worlds' with blocks and construction kits.</p> <ul style="list-style-type: none"> - Different small world resources <p>I can sing the melodic shape of a familiar song (up and down, down and up)</p> <ul style="list-style-type: none"> - Songs for summer - Musical stories | <p>Being Imaginative I can create my own songs using musical accompaniments.</p> <ul style="list-style-type: none"> - Songs on a theme - Use voice and instruments | |
| | | <p>Music Theme Celebration music - based on special times</p> | <p>Music Theme Exploring sound</p> | <p>Music Theme Music and movement - caterpillars</p> | <p>Music Theme Musical stories - singing</p> | <p>Music Theme Big band</p> | |
| | <p>Art Printing - exploring materials</p> | <p>Art Georgia O'Keefe - painting</p> | <p>Art Mondrian - collage/primary colours Colour mixing</p> | <p>Art Observational drawing - spring flowers</p> | <p>Art Yayoi Kusama - Sculpture</p> | | |
| | <p>Design Technology Structures - exploring materials Cooking - Autumn ingredients</p> | <p>Design Technology Structures - choosing materials/junk modelling</p> | <p>Design Technology Structures - joining materials /sewing Cooking - changes to materials</p> | | <p>Design Technology Cooking - honey biscuits</p> | | |
| | Computing | <p>Technology - Using CD player for music</p> | <p>Digital Literacy -Online Safety</p> | <p>Digital Literacy -Internet Safety Day</p> | <p>Technology - Using cameras to record our work e.g. small world and construction</p> | <p>Computer Science - Using beebots for position words and routes</p> | <p>Computer Science - Using beebots for position words and routes</p> |

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| Enrichment experiences | Library visits People who help us visitors | Christmas Party Santa Visit | Lunar New Year/Drumming and Dragon dancing | World Book Day Easter Egg Hunt | Pyjamarama (Book Trust) | Sports Day |
| Assessments | O track baseline HWL Log Wellcomm | End of Autumn Term Assessments HWL Log Submit WELLCOMM Data to Council | Wellcomm | End of Spring Term Assessments | Wellcomm | End of Summer Term Assessments |
| Interventions | Individual Speech and Language | WELLCOMM Individual Speech and Language Fine Motor Gross Motor PSED | WELLCOMM Individual Speech and Language Fine Motor Gross Motor PSED | WELLCOMM Individual Speech and Language Fine Motor Gross Motor PSED | WELLCOMM Individual Speech and Language Fine Motor Gross Motor PSED | WELLCOMM Individual Speech and Language Fine Motor Gross Motor PSED |