	Торіс	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	All About Me Additional Topics: Settling In, Seasons, Forest School, Gardening. Core Texts: Avocado Baby, Come to School too Blue Kangaroo, Funnybones, Giraffe's Can't Dance, Something Else, We Are All Different (Twinkl), I am the Seed that Grew the Tree (daily poetry book). Key Vocabulary: family, mum, dad, brother, sister, grandma, grandad, friend, house, home, room, garden, happy, sad, excited,	Nursery: Begin to share information about our ourselves, our families, experiences, our likes/dislikes by responding to a stimulus with gestures or verbalisations. Exploring our environment and gesturing/ sharing/ showing/ verbalising what we notice with adult encouragement Reception: Share information about ourselves and experiences with greater independence. Revisit our environment and be able to verbalise the rules, expectations and possibilities within each area. Verbalise expectations, rules and offer support to new friends. Maintains attention, concentrates and sits quietly during appropriate activity. Understands how to listen carefully and why	Development Nursery: Settling in. Learning routines and rules and beginning to follow them with adult support where necessary. Making new friends by playing alongside them. Recognise key people who they can call upon for support. Begin to develop their sense of responsibility and membership of a community. Understand the importance of being healthy, by following hygiene practises with adult support, such as washing hands regularly, not putting resources in mouth, blowing nose with tissue, brushing teeth, drinking water/milk and eating healthy food. Understand the importance of keeping ourselves and others safe with adult support where	Nursery: P.E. Gymnastics - floor skills. Practise moving in ways modelled by others: rolling, crawling , walking, jumping, running, hopping, skipping, climbing. Gain greater control of their whole body through continual practice of large movements, such as waving, kicking, rolling, spinning, crawling and walking. Copy actions to music. Continue to practise kicking, throwing and catching balls. Build basic towers independently with a range of appropriate resources. Begin to use a scooter/tricycle with control. Explore different materials and tools an begin to gain control to use them for basic	Nursery: 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 - page sequencing. Phonics: A1 Begin to notice different sounds around them and start to notice that different objects can make different sounds. A2 Enjoy exploring the different sounds that instruments make and understand that they have to do something to or with the instrument to make a sound. A3 Explore the sound their bodies make by stamping, patting, clapping and	Nursery: Sing counting songs using practical objects to support. Begin to say one number for each item in order: 1,2,3,4,5, pointing to objects and giving one number name for each object (one to one correspondence) with support were needed. Begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') with support where needed. Begin to show 'finger numbers' up to 5, with support where needed. Talk about and explore 2D shapes (for example, circles, rectangles, triangles, squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with adult support. Begin to complete simple jigsaws, with support where needed (peg, pairs, multi-piece). Colour, size and shape matching.	Nursery: Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception: Talk about members of their immediate family and community. How are we the same and different? How we look/people in our family/what we do with our family/where we live. Name and describe people who are familiar to them. Enjoys joining in with family customs and routines. Comment on images of familiar situations in the past. What are the similarities/differences? Looks closely at similarities, differences and patterns and change. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Nursery: Show an interest in mark-making, exploring different mark-making materials by making dots, lines and circles. Begin to give meaning to the marks they make. Explore colour and colour-mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Begin to sing along to familiar songs and copy actions modelled by an adult. Reception: Mix primary colours with independence and begin to use them for a purpose.
Autumn 1	scared, worried, calm, angry, love, mine, my, yours, you, adult/grown- up, child, baby, big, tall, small, little, short, hair,	listening is important. Engage in story time. Ask questions in order to elicit information about changes. Ask questions to welcome new friends	needed, by watching where we are going, being kind and gentle and asking for help when needed. Child to begin to observe and discuss	Begin to tend to own health and safety needs, following prompts from an adult where necessary. Use a pencil with own choice of grip to make	clicking. Join in with and copy actions in familiar songs. A4 Join in with familiar songs and rhymes when led by an adult or peer. Begin to recognise	Counting Principles: The One to One Principle – saying one number for each object you touch. The Stable Order Principle – numbers have to be said in order.	Understand the effect of changing seasons on the natural world around them. <u>All About Me</u> Bodies – learn about and name body parts in varying detail	How to use design/creative areas inside and outside, selecting tools carefully and looking after them. Putting resources back safely and neatly.
		CL	PSED	PD	L	Μ	UW	EAD

eyes, nose, mouth,	and gain an	themselves and how	marks such as dots,	some familiar rhythms	The Cardinal Principal –	according to ability (head, arms,	Creates images of
ears, arms, legs,	understanding of their	they look different to	lines and circles.	and rhymes. A5 Begin	understand that the final number	legs, hands, feet at a basic level	themselves and their
feet, hands,	likes/dislikes.	other people (hair	Hold scissors safely	to explore the initial	send when counting is the total	moving on to more specific parts	families.
fingers, toes,	Develop social phrases.	colour, skin colour,	using fingers shown	sounds of words and	number in the group.	when ready, elbow, shoulder	Starts to draw and paint
knees, head, neck,		eye colour, etc.)	and make snips in the	join in with simple	The Abstraction Principle – even	chest, stomach etc.).	ideas from our topics.
shoulders, body,			paper with support	alliteration activities	things that can't be touched can	Use the Funnybones story and	Play a range of
heart, blood,		Reception: Refresh	where necessary.	and games. A6 Start to	be counted.	song to help understand the	instruments
lungs, brain,		knowledge of rules		explore different	The Order-Irrelevance Principle –	importance and function of	appropriately.
skeleton, skin,		and routines by asking		mouth movements	the order you count objects is	bones.	Begins to build a
bone, smell, taste,		questions where	Reception: P.E.	and sounds and copy	irrelevant.	Families – learn that families vary	repertoire of songs and
touch, see, hear.		needed.	Gymnastics - Floor	different voice sounds		and is a loving unit that you	dances.
Harvest, food,		Model positive	skills.	and mouth	Match objects - can you find one	belong to and can be made up of	
crops, farm,		behaviours without	Progress towards a	movements in play.	exactly like mine? How do you	any mixture of individuals.	
farmer, healthy,		direct supervision,	more fluent style of		know it is the same? Can you find	Encourage the children to share	Music - Charanga – Me
unhealthy,		such as sharing,	moving, with	Reception: Knows that	one different to mine? Why is	information about theirs with	Find the pulse, copy-cla
autumn.		tidying, seeking	developing control	information can be	this one not like mine?	varying prompting according to	the rhythm of names,
		challenge, managing	and grace.	retrieved from books	Sort objects – sort a collection of	ability.	explore high sounds an
		risks and set an	Revise and refine the	and computers.	objects by colour size and shape.	Race – learn about and celebrate	low sounds using voice
		example to younger	fundamental	They demonstrate	Can you think of your own way of	the different races around the	10W Sounds using voice
		children.	movement skills they	understanding when	sorting them?	world and the fact that we are all	Reception Glockenspie
		ciliaren.	have already acquired:	talking with others	sorting them:	special and equal. Use small	Challenge - Explore hig
			rolling, crawling,	about what they have	Digging deeper – what is the	world and books to highlight the	sounds and low sounds
				read.	same about all the objects in my	wonderful diversity in the world.	
			walking, jumping, running, hopping,	Re-read what they	set? Can you find a button which	Houses/ Cultures/ Living	using glockenspiels.
			.	have written to check		· · · ·	
			skipping, climbing.		belongs in my set? Can you find	Environments – discuss our	
			Move confidently in a	that it makes sense.	one which doesn't belong? Why	houses and compare them to	
			range of ways, safely	Hears and says the	doesn't it? Can you think of a	images of houses and loving	
			and negotiating space	initial sound in words.	different sorting rule for me to	environments around the world.	
			effectively in both	Knows that	guess?	There is a big range and not all	
			small and large	information can be		people are as lucky others.	
			spaces.	retrieved from books	Compare amounts – more,	Discuss those who aren't as	
			Develop core muscle	and computers.	fewer, the same. Now we have	comfortable and what others can	
			strength to achieve a	Read individual letters	learned how to sort objects, can	do to help.	
			good posture when	by saying the sounds	we compare and order sets of		
			sitting at a table or	for them.	objects in relation to	R.E Jack in the Box Big Bible	
			sitting on the floor.	Blend sounds into	more/fewer/same?	Stories Volume 2	
			Begin to develop and	words, so that they		Big Bible Heroes:	
			safely use a range of	can read short words	Compare size, mass and capacity	1.In the beginning (thankfulness).	
			large and small	made up of known	 compare physical objects using 	2.Abraham and the promise of	
			apparatus indoors and	letter– sound	language such as big, little, large,	Isaac (trust & truthfulness).	
			outside, alone and in a	correspondences.	small, tall, long, short. Can we	3.Moses and the burning bush	
			group. Develop overall	Name writing with	order by size?	(community & respect).	
			body-strength,	independence,		4.Moses crosses the Red Sea	
			balance, co-ordination	forming some letters	Digging deeper- which ball has	(hope).	
			and agility.	correctly. Gives	more dough? How do you know?	5.God sends manna to Moses	
			Children show good	meanings to marks.	Can you balance this ball of	and the people (community &	
			control and	Writing in salt, sand,	dough? What else weighs the	hope).	
			coordination in small	shaving foam etc.	same as your ball of dough? How	6.Moses obeys (dignity &	
			movements. They	Initial sounds	many spoons of sugar balance	respect).	
	CL	PSED	PD		M	UW	EAD

				handle tools effectively, including pencils for writing, beginning to learn the movements needed to form each letter correctly. Children continue to develop the scissor control skills learned in Nursery and begin to cut accurately around curved shapes.	Hears and says the initial sound in words, beginning to represent some of these. Phonics: Learn sounds using memorable actions, songs and phrases: Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff I, II ss Practise oral blending and segmentation. Begin to learn and practise blending with letters (blending for reading) –Practise blending and reading the high-frequency words is, it, in, at, and Begin to learn segmentation for spelling. Begin to read captions using learned sounds and words. Learn tricky words: to, the, no, go I.	the egg? How can we share the mixture fairly between the cake cases? Make simple patterns – ABAB. Can we copy, continue and create our own repeating patterns in different contexts (including shape, colour, size, action, sound)? Digging deeper – say the pattern, what do you notice? Is the pattern correct? How could we try to sort it out? Is it right now? Which instrument did you hear? Can you make the same sound pattern? Can you make a different sound pattern?	 7.Gideon is courageous (courage & justice). Seasons Searching for signs of Autumn, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability. Understand the effect of changing seasons on the natural world around them. Forest School Learn/recap Forest School rules prior to entering the forest and then walk around the area with the children looking together for potential risks and discussing safety measures. Nature Explorers: Scavenger Hunt Can we increase familiarity of our Forest School area by searching for things on our clue cards (differentiated for Nursery/Reception). Gardening Observing the garden and support adults in looking after it (weeding, watering, harvesting, sweeping, raking and planting). 	
Autumn 2	Space Additional Topics: Bonfire Night, Christmas, Diwali, Seasons, Forest	Nursery: Offer information about our ourselves, our families, experiences, our likes/dislikes with more independence, by responding to a stimulus	Nursery: Develop friendships with other children further through more interaction and elaboration on play ideas.	Nursery: P.E Gymnastics – using apparatus. Begin to develop and safely use a range of large and small apparatus	Nursery: Understand the five key concepts about print: - print has meaning - print can have different purposes	Nursery: Say one number for each item in order: 1,2,3,4,5, pointing to objects and giving one number name for each object (one to one correspondence) with greater independence.	Nursery: Continue to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Nursery: Continue to develop interest in mark-making, exploring different mark-making materials, beginning to make an
		CL	PSED	PD	L	Μ	UW	EAD

School,	with gestures or		indoors and outside,	 we read English text 	Know that the last number	Know that there are different	increasing variety of
Gardening.	verbalisations.	Continue to develop	alone and in a group.	from left to right and	reached when counting a small	countries in the world and talk	marks and shapes.
	Exploring our	their sense of		from top to bottom	set of objects tells you how many	about the differences they have	Give meaning to the
	environment with	responsibility and	Go up steps and stairs,	- the names of the	there are in total ('cardinal	experienced or seen in photos.	marks they make with
Core Texts:	increased confidence	membership of a	or climb up apparatus,	different parts of a	principle') with greater		greater independence
Goodnight	and ownership,	community.	using alternate feet.	book	independence.	Reception: Talk in greater detail	Continue to explore
paceman, On the	independently		Collaborate with	- page sequencing.	Show 'finger numbers' up to 5,	about members of their	colour and colour-
Moon.	gesturing/ sharing/	Increasingly follow	others to manage		with greater independence.	immediate family and	mixing. Focus on
Marshmallows for	showing/ verbalising	rules, understanding	large items, such as	Phonics:	In everyday play, talk	community.	primary colours (red,
Martians, The First	what they notice.	why they are	moving a long plank		independently about and explore	How are we the same and	yellow and blue) and
Hippo on the	Continue to develop	important, without	safely, carrying large	A1 Begin to notice	2D shapes (for example, circles,	different?	encourage them to m
	their communication,	needing an adult to	hollow blocks.	different sounds	rectangles, triangles, squares and	Name and describe people who	two together at a time
Moon, Aliens Love Jnderpants,	but may continue to	remind them.	Start eating	around them and start	ovals) using informal and	are familiar to them and the jobs	Ask them what colour
	have problems with		independently and	to notice that	mathematical language: 'sides',	that they may do.	they make when mixe
Dipal's Diwali,	irregular senses and	Talk about their	learning how to use a	different objects can	'corners'; 'straight', 'flat', 'round.'	Comment on images of familiar	together.
Sparks in the Sky, Room on the	plurals, such as 'runned'	feelings using words	knife and fork.	make different	Begin to play a variety of board	situations in the past.	Listen with increased
	for 'ran', 'swimmed' for	like 'happy', 'sad',	Show a preference for	sounds. A2 Enjoy	games in a small group with	Compare and contrast characters	attention to sounds.
Broom, Where the	'swam'.	'angry' or 'worried'.	a dominant hand.	exploring the different	more independence.	from stories, including figures	Respond to stimuli th
Poppies Now	Sing a large repertoire of	<i></i>	Be increasingly	sounds that	Begin to complete simple	from the past.	have heard, expressir
Grow, I am the	songs to increase	Select and use	independent in	instruments make and	jigsaws, with more independence	Communicates about special	their thoughts and
Seed that Grew the	vocabulary.	activities and	meeting their own	understand that they	(peg, pairs, multi-piece)	personal events – enjoys joining	feelings.
Free (daily poetry		resources, with help	care needs, e.g.	have to do something		in with family customs and	Sing along to familiar
book).	Reception: Learn and	when needed, to	brushing teeth, using	to or with the	Reception:	routines. How do we celebrate	songs and remember
	use new vocabulary	achieve a goal they	the toilet, washing	instrument to make a		birthdays and festivals?	actions to well-known
	throughout the day.	have chosen, or one	and drying their hands	sound. A3 Explore the	Representing 1,2,3 – can we	Continue to develop knowledge	songs.
(ey Vocabulary:	. .	which is suggested to	thoroughly.	sound their bodies	identify representations of 1,2,3	about own and other's cultures	Ŭ
Earth, world, sun,	Describe events in some	them.		make by stamping,	by subitising or counting to find	(linked to festivals). That we are	Reception: Children
noon, star, planet,	detail		Begin to use a tripod	patting, clapping and	how many? Can we match	all different and also deserving of	learn to self select fro
ocket, astronaut,		Reception: Know and	grip for periods when	clicking. Join in with	number numbers said by an adult	respect.	the art trolley and to
space,	Uses language to	talk about the	shown by an adult, to	and copy actions in	to numerals and quantities? Can	They know about similarities and	the resources on the
environment, non-	imagine and recreate	different factors that	trace straight lines, as	familiar songs. A4 Join	we count up to 3 objects in	differences between themselves	table to explore their
iction, Mercury,	roles and experiences in	support their overall	well as experimenting	in with familiar songs	different arrangements by	and others, and among families,	own ideas.
/enus, Mars,	play situations.	health and wellbeing	with freestyle mark-	and rhymes when led	touching each number as they	communities and traditions.	Explore, use and refin
upiter, Saturn,		(regular physical	making using	by an adult or peer.	count and recognise that the	To know similarities and	variety of artistic effe
Jranus, Neptune,	Learn an increasing	activity, healthy	preferred grip and	Begin to recognise	final number they say names the	differences in relation to places	to express their ideas
Neil Armstrong,	range of rhymes, poems	eating, toothbrushing,	movements to	some familiar rhythms	quantity of the set? Can we use	and living things.	and feelings.
asteroid, cloud,	and songs and notice	sensible amounts of	strengthen muscles.	and rhymes. A5 Begin	our own mark-making to	Explore the natural world around	Initiates new
gravity, moon	key features.	'screen time', having a	Continue to develop	to explore the initial	represent 1,2,3?	them.	combinations of
buggy, helmet,	Listen attentively in a	good sleep routine	ability to hold scissors	sounds of words and		Describe what they see, hear and	movement and gestu
space suit, air,	range of situations.	and being a safe	safely using fingers	join in with simple	Comparing 1,2,3 – do we	feel whilst outside.	in order to express ar
oxygen, breath,	Engage in story time,	pedestrian).	shown and make	alliteration activities	understand that as we count	Recognise some environments	respond to feelings,
gas, ozone layer,	noticing similarities and		more accurate snips in	and games. A6 Start to	each number is one more than	that are different to the one in	ideas and experience
aliens, rings.,	differences to previous	To manage their own	the paper, with	explore different	the number before and as we	which they live.	Explores the different
	stories read ,as well as	basic hygiene and	support where	mouth movements	count back each number is one		sounds of instrument
asteroid, space station. Christmas,	their own lives.	personal needs	necessary.	and sounds and copy	less than the previous number?	Space	Sing in a group or on
Bible, Jesus, God,		successfully, including		different voice sounds	Can we understand and language	Earth – learn about the shape	their own, increasing
		dressing and going to		and mouth	of more and fewer to compare	and parts of our planet (land and	matching the pitch ar
Mary, Joseph,		the toilet	Reception:	movements in play.	amounts up to 3?	sea). Learn about things we can	following the melody
			and the second			,	
stable, donkey,		independently.				see from our planet (sun, moon,	

shepherds, sheep, Santa, reindeer, present, card, tree, winter. Poppy, soldier, remember.	To adjust their behaviour to different situations and take changes of routine in their stride. Understands that their actions affect other people, for example; if they hit their friends, they will be sad / if they do something kind for their friends it will make	Jumps off an object and lands appropriately. Develop the overall body strength, co- ordination, balance and agility needed to engage successfully with physical activities. Develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body- strength, balance, co- ordination and agility. Children begin to develop the foundations of a handwriting style which is accurate and efficient. Children continue to develop their scissor control skills and can cut around a combination of shapess (straight and curved) with increased accuracy.	read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Hears and says the initial sound in words. Is beginning to segment the sounds in simple words and blend them together. Is beginning to know which letters represent which sound. Read some letter groups that each represent one sound and say sounds for them. Is beginning to segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Beginning to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Phonics: Set 6: j v w x Set 7: y z, zz qu Digraphs and Trigraphs:	 made up of smaller numbers. Can we find different way to compose 2 and 3? Digging deeper – how many objects can you feel inside the bag? How many pebbles did I put in? If I add one more how many will there be? If I take one out how many will there be? How many are there now? How do you know? How can we check? Circles and triangles – can we understand that circles have one curved side and triangles have 3 straight sides? Can we spot circles and triangles in the environment? Can we make our own? Explore different sizes, orientations and side lengths. Spatial awareness – can we understand and begin to use positional language to describe how items are positioned in relation to other items? Can we build life-sized journeys outdoors and travel through them from different perspectives? Can we begin to represent real places we have visited or places in stories through our models, drawings and maps? Digging deeper – does your tower look like mine? Where should this cube be? Which cube is between the green and the yellow? Can you find more than one way to tell me where the green cube is? Number 4 – count on and back to 4. Can we count or subitise sets of un to 4 objects to find out how 	importance of looking after our planet (recycling, pollution, taking care of wildlife). Solar System – learn about Earth's place in the solar system and universe. Space is infinite! Look at images of the planets and name some/all of them according to ability (begin with Earth, Mars, Venus, Saturn, Jupiter as the most distinguishable then move on to the others if secure). Astronauts/Rockets – learn about the space missions, including the moon landing. R.E Jack in the Box Big Bible Stories Volume 2 Big Bible Heroes continued: 8.David prays and sings songs to God (friendship & joy). 9.David is chosen as king (perseverance & wisdom). 10.David stands up to Goliath (courage). 11.David and Jonathan (friendship). Christmas: -Waiting for Jesus (hope)Jesus is born (thankfulness)Angels bring good news to the shepherds (peace & joy)The wise men visit Jesus (wisdom). Searching for signs of autumn/winter, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning	Explore and engage in music making and dance, performing solo or in groups. Music - Charanga – My Stories - Find the pulse as one of the characters from the song, copy-clap the rhythm of small phrases from the songs, explore high pitch and low pitch in the context of songs, invent a pattern to go with a song using one note. Reception Glockenspiel Challenge - I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E
	CL PSED	PD			<u> </u>	EAD

				ch, sh, th, ng, ai, ee,	collections of objects? Can we	and prompting according to	
				igh, oa, oo	match the number names to	ability.	
					numerals and quantities? Can we		
				ar, or, ur, ow, oi, ear	say which sets have more/fewer?	Bonfire Night	
1				air, ure, er	Can we continue to recognise	Learn about the tradition and the	
					that the final number they say	history behind it. Make firework	
				Learn tricky words: he,	names the quantity of the set?	pictures and crafts.	
				she, we, me, be, was,	Can we use our own mark-		
				my, you, they	making to represent numbers to	<u>Diwali</u>	
					4?	Learn about the Festival of Light,	
				Practise previously		the annual celebration of light	
				learned letters and	Number 5 - subitise up to 5 items	over darkness. Make Diwali arts	
				sounds.	and count forwards and	and crafts.	
				Learn an alphabet	backwards accurately using the		
				song and point to	counting principles. Can we	Forest School	
				letters as we say	represent up to 5 objects on a 5	Recap Forest School rules prior to	
				them.	frame and understand that when	entering the forest.	
				Practise blending for	the frame is full then there are 5?		
				reading using CV and		Nature Explorers:	
				CVC words.	Digging deeper – how many	Acorn Hide and Seek Imagine	
				Practise segmentation	blocks are there? Can you build	ourselves as squirrels in autumn,	
				for spelling using CV	them into a different shape? Can	gathering acorns and hiding them	
				and CVC words.	you find another shape like	so we can dig them up and eat	
				Practise reading high-	yours? Can you make a shape	them in the winter months when	
				frequency words.	different to all the others? How	there's not much food around.	
				Practise reading and	many shapes can you make with	Think about a good hiding place	
				writing captions and	3 blocks? Are there more shapes	that other animals won't find.	
				sentences using	with 4 or 5 blocks? How many	Gather acorns, hide them in our	
				previously learned	different shapes do you think	chosen place, take a break, then	
				sounds and words.	there will be with 6 blocks? Can	return and see if we can	
					you find a 4 shape in a feely bag	remember where we hid them!	
					without looking?	Differentiated for	
						Nursery/Reception according to	
					One more and one less –	the length of the break.	
					continue to count, subitise and		
					compare as we explore one		
					more/less. Can we use a 5 frame	Gardening Observing the garden	
					to represent numbers and	and support adults in looking	
					predict how many there will be if	after it (weeding, watering,	
					we add one more or take one	harvesting, sweeping, raking and	
					away? Can we begin to	planting).	
					understand that counting	planting).	
					forwards = one more pattern and		
					the counting backwards = one		
					less pattern using songs, books		
					and rhymes?		
					Digging doopor		
					Digging deeper - where will you		
L					place this on the washing line?		
	CL	PSED	PD	L	Μ	UW	EAD

				Can you find a picture with one		
				less than mine? Can you find a		
				picture that is one more than		
				but one less than?		
				How many are in the bag? If I add		
				one more, how many will there		
				be now?		
				Shapes with 4 sides – can we		
				understand that squares and		
				rectangles have 4 straight sides		
				and 4 corners? Can we spot		
				squares and rectangles in the		
				environment? Can we make our		
				own? Explore different sizes and		
				orientations? Can we spot any		
				other shapes with 4 straight		
				sides?		
				.		
				Digging deeper – what shapes		
				can you build? Is there more than		
				one way to make this shape?		
				What shapes can you make by		
				joining 2 squares/ 2rectangles?		
				Can you fill this shape leaving no		
				gaps?		
				Night and day – can we use		
				language to describe when		
				events happen, e.g day, night,		
				morning, before after, today,		
				tomorrow? Can we order the		
				events each day and talk about		
				what we are doing 'now', 'next',		
				'later') Can we begin to		
				measure time in simple ways,		
				e.g. counting the amount of		
				sleeps to an important event or		
				using timers to measure duration		
				of events?		
				Digging deeper- what do we		
				need to do first? What do I do		
				next/after that/then? How many		
				minutes did you take? Who was		
				the fastest? Did they take more		
				or less minutes than you? How		
				many goals did you score? How		
CL	PSED	PD	L	Μ	UW	EAD

eather ditional Topics: nese New Year, sons, Forest ool, dening.	Nursery: Begin to pay attention to more than one thing at a time. Begin to use a wider range of vocabulary linked to the	Nursery: Child to begin to show respect and sensitivity to the feelings and wishes of	Nursery: P.EYoga Copy and develop confidence with yoga	Nursery: Develop their phonological	time? Nursery: Begin to develop fast recognition of up to 3 objects,	Nursery: Use all their senses in	Nursery: Take part in
<i>litional Topics:</i> nese New Year, sons, Forest ool,	attention to more than one thing at a time. Begin to use a wider range of vocabulary	begin to show respect and sensitivity to the feelings and wishes of	Copy and develop			Nursery: Use all their senses in	Nursery: Take part in
<i>litional Topics:</i> nese New Year, sons, Forest ool,	attention to more than one thing at a time. Begin to use a wider range of vocabulary	begin to show respect and sensitivity to the feelings and wishes of	Copy and develop			Nursery: Use all their senses in	Nursery: Take part in
<i>litional Topics:</i> nese New Year, sons, Forest ool,	attention to more than one thing at a time. Begin to use a wider range of vocabulary	begin to show respect and sensitivity to the feelings and wishes of	Copy and develop			Nursery: Use all their senses in	Nursery: Take part in
<i>litional Topics:</i> nese New Year, sons, Forest ool,	attention to more than one thing at a time. Begin to use a wider range of vocabulary	begin to show respect and sensitivity to the feelings and wishes of	Copy and develop			Nursery: Use all their senses in	Nursery: Take part in
<i>litional Topics:</i> nese New Year, sons, Forest ool,	attention to more than one thing at a time. Begin to use a wider range of vocabulary	begin to show respect and sensitivity to the feelings and wishes of	Copy and develop			Nulsely. Ose all their senses in	NUISCIY. Lake part in
nese New Year, sons, Forest ool,	one thing at a time. Begin to use a wider range of vocabulary	and sensitivity to the feelings and wishes of		their phonological		hands-on exploration of natural	simple pretend play,
nese New Year, sons, Forest ool,	Begin to use a wider range of vocabulary	feelings and wishes of	Connuctice with yoga	awareness, so that	without having to count them	materials. Collect sticks or leaves	using an object to
nese New Year, sons, Forest ool,	range of vocabulary		poses linked to stories	they can: -	individually ('subitising'), with	to bring inside and let the child	represent something
sons, Forest ool,		others.	and songs. Develop	spot and suggest	support where needed.	engage in open-ended play.	else even though the
ool,		Develop friendships	increased control,	rhymes	Begin to recite numbers past 5,	Talk about what they see, using a	are not similar.
	environment,	with other children	balance and core	- count or clap	with support where needed.	wide vocabulary.	Join different materi
	circumstances and topic.	further through more	strength.	syllables in a word	Begin to link numerals and	Show interest in different	and explore differen
	Begin to understand a	extensive interaction	suengui.	- recognise words with	amounts: for example, showing	occupations. Talk about people	textures. Talk about
	question or instruction	and collaboration.		the same initial sound,	the right number of objects to	who help us in our community	texture of different
e Texts:	that has two parts, such	Show pride in sense of	Continue to develop	such as money and	match the numeral, up to 5, with	(i.e. Linda, Gillian, Andrew, postal	objects e.g.
ather and the	as: "Get your coat and	responsibility and	their movement,	mother	support where needed.	workers, nurses, doctors,	smooth/bumpy.
sons, Usborne	wait at the door".	membership of a	balancing, riding	Write some or all of	Experiment with their own	dentists, police officers, fire	Create closed shape
k Inside Wild	Know many nursery	community.	(scooters, trikes and	their name. Practise	symbols and marks as well as	fighters, etc.)	with continuous line
ather, At the	rhymes, begin to talk	Independently follow	bikes) and ball skills.	forming some or all of	numerals.	Explore how things work.	and begin to use the
l of the	about familiar books,	rules, understanding	Use large-muscle	the letters in their	Begin to compare quantities	Play an educational game on a	shapes to represent
nbow, Usborne	and begin to tell a story	why they are	movements to wave	name weekly.	using language: 'more than',	technical device.	objects.
k Inside Our	from their own	important.	flags and streamers,	Write some letters	'fewer than' with support where	Explore and talk about different	Remember and sing
rld, Seren's	experience.	Talk about their	paint and make marks.	accurately.	needed.	forces they can feel in response	entire songs.
sons, How to	Develop their	feelings using words	Increasingly be able to	accuratery.	Begin to understand position	to stimuli.	Create their own so
p a Hedgehog	pronunciation, but may	like 'happy', 'sad',	use and remember	Phonics:	through words alone – for		or improvise a song
Protect a Polar	have problems saying: -	'angry' or 'worried'	sequences and	FIIUIIICS.	example, "The bag is under the	Reception: Draw information	around one they kno
r. I am the Seed	some sounds: r, j, th, ch,	and begin to think	patterns of	A1 Start to name	table," – with no pointing. Use	from a simple map.	Play instruments wit
t Grew the Tree	and sh and polysyllabic	about ways to	movements which are	different sounds they	positional language in play (for	Recognise some environments	increasing control to
ily poetry	words such as	improve how they	related to music and	have identified and	example, "teddy is lying on top of	that are different to the one in	express their feeling
ok).	'pterodactyl',	feel.	rhythm.	tell an adult or a peer	the bed".)	which they live.	and ideas.
кј.	'planetarium' or	Select and use	Choose the right	what sounds they can	Begin to talk about and identify	To know about similarities.	Develop their own i
	'hippopotamus'.	activities and	resources to carry out	hear. A2 Start to	the patterns around them. For	differences between themselves	and then decide wh
	Begin to use longer	resources to achieve a	their own plan. For	identify the sounds of	example: stripes on clothes,	and others and among families,	materials to use to
Vocabulary:	sentences of four to six	goal they have	example, choosing a	familiar instruments	designs on rugs and wallpaper.	communities and traditions.	express them.
ather, sun, rain,	words.	chosen, or one which	spade to enlarge a	and name them.	Use informal language like	Recognise some similarities and	capiess them.
, , ,	words.	is suggested to them.	small hole they dug	Develop an awareness	'pointy', 'spotty', 'blobs' etc.	differences between life in this	Reception: Understa
d snow ice	Reception: Use new	lo buggested to them.	with a trowel.	of how acting upon an	Begin to extend and create ABAB	country and life in other	that different media
d, snow, ice, mist_sleet	vocabulary in different	Reception: To adjust	Use one-handed tools	instrument affects the	patterns – stick, leaf, stick, leaf	countries.	be combined to crea
mist, sleet,		their behaviour to	and equipment with	sound it makes. A3	with support where needed.	What are we good at?	new effects.
, mist, sleet, , drizzle, flood,			more independence,	Join in with body	Notice and correct an error in a	They know that other children	Opportunities to ma
, mist, sleet, , drizzle, flood, m, cold, warm,	contexts.	different situations		sent in the body	repeating pattern with support	don't always enjoy the same	junk models to explo
mist, sleet, , drizzle, flood, m, cold, warm, , freezing,	contexts.	different situations and take changes of		percussion patterns			janni no acio co capi
, mist, sleet, , drizzle, flood, rm, cold, warm, , freezing, ing, heat,	contexts. Learn and use new	and take changes of	for example, carefully	percussion patterns. Copy body percussion			and develop ideas a
, mist, sleet, , drizzle, flood, m, cold, warm, , freezing, ing, heat, ud, puddle,	contexts. Learn and use new vocabulary through the	and take changes of routine in their stride.	for example, carefully making snips in paper	Copy body percussion	where needed.	things, and are sensitive to this.	
, mist, sleet, , drizzle, flood, m, cold, warm, , freezing, ing, heat, ud, puddle, dow, tornado,	contexts. Learn and use new	and take changes of routine in their stride. To work as part of a	for example, carefully making snips in paper with scissors.	Copy body percussion patterns shown to	where needed. Play a variety of board games in a	things, and are sensitive to this. To know similarities and	to see how to conne
, mist, sleet, , drizzle, flood, m, cold, warm, , freezing, ing, heat, ud, puddle,	contexts. Learn and use new vocabulary through the	and take changes of routine in their stride. To work as part of a group or class.	for example, carefully making snips in paper	Copy body percussion	where needed.	things, and are sensitive to this.	and develop ideas and to see how to conne different materials securely.
, mist, sleet, , drizzle, flo m, cold, wa , freezing, ing, heat,			Learn and use new and take changes of				vessely any through the routing in their stride making spins in paper. Convibed versussion where peeded things and are sensitive to this

derstand what has en said to them. ticulate their ideas d thoughts in well- rmed sentences. nnect one idea or tion to another using a nge of connectives.	Express their feelings and consider the feelings of others. Think about the perspectives of others. Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	and pencils, showing awareness of a tripod grip when modelled by an adult. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of different sounds,	Complete simple jigsaws, with greater independence (peg, pairs, multi-piece) Reception: Introducing zero - can we link the number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we subitise small quantities without	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Weather Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Thinks about which colours to use and wh Should they mix colours? Why is one colour chosen over another? Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our topi and to our role-play. To tap along to the be of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mus expressing their feelir and responses. Music – Charanga – Everyone – invent wa
ticulate their ideas d thoughts in well- med sentences. nnect one idea or tion to another using a	feelings of others. Think about the perspectives of others. Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	grip when modelled by an adult. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	changed by using different parts of their bodies in different ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	pairs, multi-piece) Reception: Introducing zero - can we link the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	Understand the effect of changing seasons on the natural world around them. <u>Weather</u> Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Should they mix colours? Why is one colour chosen over another? Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our topi and to our role-play. To tap along to the be of a familiar song. Introduce story line o narrative into play. Listen attentively, mo to and talk about mus expressing their feelir and responses.
d thoughts in well- med sentences. nnect one idea or tion to another using a	Think about the perspectives of others. Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	by an adult. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	different parts of their bodies in different ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	 Reception: Introducing zero - can we link the number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we 	changing seasons on the natural world around them. <u>Weather</u> Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	colours? Why is one colour chosen over another? Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our topi and to our role-play. To tap along to the be of a familiar song. Introduce story line o narrative into play. Listen attentively, mo to and talk about mus expressing their feelir and responses.
d thoughts in well- med sentences. nnect one idea or tion to another using a	perspectives of others. Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	bodies in different ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	Introducing zero - can we link the number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	world around them. Weather Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	colour chosen over another? Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our topi and to our role-play. To tap along to the be of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mus expressing their feelir and responses.
med sentences. nnect one idea or tion to another using a	others. Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	Introducing zero - can we link the number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	Weather Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	another? Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our topi and to our role-play. To tap along to the be of a familiar song. Introduce story line o narrative into play. Listen attentively, mo to and talk about mus expressing their feelir and responses.
nnect one idea or tion to another using a	Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	Introducing zero - can we link the number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our top and to our role-play. To tap along to the be of a familiar song. Introduce story line o narrative into play. Listen attentively, mo to and talk about mus expressing their feelin and responses.
tion to another using a	food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	Learn about the varying types of weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our top and to our role-play. To tap along to the be of a familiar song. Introduce story line o narrative into play. Listen attentively, mo to and talk about mus expressing their feelin and responses.
tion to another using a	understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	weather in our country and investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	purpose. Experiments to creat different textures. Increased use of different vocabulary connected to our top and to our role-play. To tap along to the bi of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses.
	variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we 	investigate them through simple experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Experiments to creat different textures. Increased use of different vocabulary connected to our top and to our role-play. To tap along to the bi of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses.
age of connectives.	Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	Make healthy choices about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	Can we understand that 0 is one less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	experiments (sun – shadows, growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	different textures. Increased use of different vocabulary connected to our top and to our role-play. To tap along to the b of a familiar song. Introduce story line of narrative into play. Listen attentively, me to and talk about mu expressing their feeli and responses.
	importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	about food, drink, activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	 less than 1? Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we 	growing plants in different locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Increased use of different vocabulary connected to our top and to our role-play. To tap along to the b of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses.
	health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	activity and toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	Comparing numbers to 5 – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	locations; rain – rainfall measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	different vocabulary connected to our top and to our role-play. To tap along to the b of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses.
	exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	toothbrushing. Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	measuring containers, puddle play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	connected to our top and to our role-play. To tap along to the b of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses.
	diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	Reception: P.E. – Yoga Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	play; wind – wind socks and chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	and to our role-play. To tap along to the b of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses. Music – Charanga –
	ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	chimes; snow – ice art, snow building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	To tap along to the b of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses. Music – Charanga –
	and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	 quantity can be more than, the same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we 	building, freezing and melting; cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	of a familiar song. Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses. Music – Charanga –
	They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	same as or fewer than another quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	cloud – examine and learn about some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Introduce story line of narrative into play. Listen attentively, mo to and talk about mu expressing their feeli and responses. Music – Charanga –
	undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	over yoga poses linked to stories and songs. Develop increased control, balance and core strength.	identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	quantity. Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	some varieties of cloud like cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	narrative into play. Listen attentively, mi to and talk about mu expressing their feeli and responses. Music – Charanga –
	independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	to stories and songs. Develop increased control, balance and core strength.	sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	Composition of 4 and 5 - can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	cirrus, stratus, cumulus and nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	Listen attentively, m to and talk about mu expressing their feel and responses. Music – Charanga –
	successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others.	Develop increased control, balance and core strength.	Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of	continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	nimbus; lightning, thunder, fog) before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	to and talk about mu expressing their feel and responses. Music – Charanga –
	fastening buttons or laces. Express their feelings and consider the feelings of others.	control, balance and core strength.	different voice sounds when they can't see them. Use their voice to make a variety of	continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	before moving on to the varying weather conditions around the world (hurricanes, tornados, extreme heat/cold).	expressing their feel and responses. Music – Charanga –
	laces. Express their feelings and consider the feelings of others.	core strength.	when they can't see them. Use their voice to make a variety of	numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we	weather conditions around the world (hurricanes, tornados, extreme heat/cold).	and responses. Music – Charanga –
	Express their feelings and consider the feelings of others.		them. Use their voice to make a variety of	numbers? Can we find different way to compose 4 and 5? Can we	world (hurricanes, tornados, extreme heat/cold).	Music – Charanga –
	and consider the feelings of others.	Use their core muscle	to make a variety of	way to compose 4 and 5? Can we	extreme heat/cold).	
	feelings of others.	Use their core muscle				
	e e e e e e e e e e e e e e e e e e e	Use their core muscle		subitise small quantities without	Monitor the weather throughout	
	e e e e e e e e e e e e e e e e e e e					
		strength to achieve a	including silly voices	counting? Can we notice that	the topic and keep a tally chart.	to find the pulse, cop
	independence in	good posture when	and animal noises.	numbers can be composed of	Recap prior knowledge of the	clap some rhythms o
	managing own wants	sitting at a table or		two parts or more than two	importance of looking after our	phrases from the sor
	and needs.	sitting on the floor.	Reception: Children	parts?	planet. Touch upon global	explore high pitch ar
	Build constructive and	Begin to develop and	read and understand		warming and the effect pollution	low pitch in the cont
	respectful	safely use a range of	simple sentences.	Digging deeper – how many are	is having on the planet. Discuss	of the songs, use the
	relationships	large and small	They demonstrate	hidden? How do you know? Can	ways of helping stop this by	starting note to expl
	Turn taking and	apparatus indoors and	understanding when	you draw a picture to show me?	recycling, polluting less by	melodic patterns usi
	sharing fairly.	outside, alone and in a	talking with others	Can you show me with cubes?	walking and cycling where	one or two notes.
	Express their feelings	group. Develop overall	about what they have	How many pebbles could I have	possible rather than using cars.	one of two notes.
	and consider the	body-strength,	read.	in my hand? I have 3 in my hand,	Discuss how cars are changing to	Reception Glockens
	feelings of others.	balance, co-ordination	Uses vocabulary and	how many are in the bag? Could	electric to also help.	Challenge - Wind Th
	reenings of others.	i de la companya de l			electric to also help.	Bobbin Up D, D + E R
				•		1 · · · ·
		e e e e e e e e e e e e e e e e e e e	. .			a-bye Baby D, D + E
			· · · · · · · · · · · · · · · · · · ·		,	You're Happy And Y
				0.		Know It G, G + A
			e e e e e e e e e e e e e e e e e e e			
				you know?	in order to have a year named	
		increasingly	words and blend them		after them. Learn which year this	
		effectively, including	Together, knowing	Compare mass – can we make	new year will be and make	
		pencils for writing.	which letters	direct comparisons of weight by	animal arts and crafts to	
		Children continue to	represent some of	holding items to estimate which	celebrate this.	
				feels the heaviest then checking		
			effectively, including pencils for writing. Children continue to	Children show good control and coordination in small experiences of books. Can segment the sounds in simple increasingly effectively, including pencils for writing. Can segment the sounds in simple words and blend them Together, knowing which letters	Children show good control and coordination in small movements.are increasingly influenced by their experiences of books.bag? If there are 4 in the bag how many in my hand? Could 1 have 0 in bag/hand? Could 1 have 5 pebbles in my hand? How do you know?They handle tools increasingly effectively, including pencils for writing. Children continue toare increasingly experiences of books.bag? If there are 4 in the bag how many in my hand? Could 1 have 0 in bag/hand? Could 1 have 5 pebbles in my hand? How do you know?Compare mass – can we make direct comparisons of weight by holding items to estimate which	Children show good control and cordination in smallare increasingly influenced by their experiences of books.bag? If there are 4 in the bag how many in my hand? Could I have 0 in bag/hand? Could I have 5 pebbles in my hand? Could I have 5 pebbles in my hand? Could I have 5 pebbles in my hand? Could I have 0 in bag/hand? Could I have 0 to the animals to cross the river in order to have a year named after them. Learn which year this new year will be and make animal arts and crafts to celebrate this.Chinese New Year Learn the story of Chinese New Year and the Emperor's challenge to the animals to cross the river in order to have a year named after them. Learn which year this new year will be and make animal arts and crafts to celebrate this.

Г <u> </u>							
			foundations of a	Begins to read words	on balance scales? Can we use	Find China on a map and learn	
			handwriting style	and simple sentences.	language of heavy, heavier than,	about the similarities and	
			which is accurate and	Read a few common	heaviest, light, lighter than,	differences to our country. Look	
			efficient.	exception words	lightest? Can we understand that	at Chinese communities in the	
			Children continue to	matched to the	bigger items are not always	UK, including China Town in	
			develop their scissor	school's phonic	heaviest?	Newcastle upon Tyne and view	
			control skills and can	programme.		the traditional Dragon Dance	
			begin to cut out a	Is able to orally	Compare capacity – can we build	performed there each year.	
			required shape	construct a sentence	on our understanding of full and		
			without lines to	and beginning to write	empty by exploring half full,	Create our own dragon and	
			follow.	these down with	nearly full and nearly empty? Can	perform a 'Dragon Dance'.	
				support.	we use language of tall, thin,	E suites the base of the bits as	
				Links sounds to	narrow, wide and shallow in	Examine the beautiful Chinese	
				letters, naming and	relation to containers? Can we	writing and lanterns and create	
				sounding the letters of	make direct comparisons by	our own thinking carefully about	
				the alphabet.	pouring from one container to	colours, shapes and sizes.	
				Spell words by identifying the sounds	another? Can we use ladles and small pots to make indirect	Taste some Chinese food and	
				and then writing the			
				sound with letter/s.	comparisons of how many it takes to fill each container?	enjoy our own Chinese New Year Celebration.	
				Begin to use capital	takes to fill each container!		
				letters and full stops	Digging deeper- what happens if	R.E Jack in the Box Big Bible	
				with support.	I put a 5 piece on one side of the	Stories Volume 2	
				with support.	scale and two 3 pieces on the	All About Jesus:	
				Phonics	other? Which is heavier two 2	All About Jesus.	
				Learn tricky words:	pieces or one 5 piece? Which is	1.Jesus calls his disciples	
				her, all, are	the heaviest/lightest number	(service).	
				ner, un, ure	shape? How many ways can you	2.Jesus feeds 5000 (generosity).	
				Practise spelling two-	find to balance 5 exactly? Can	3.Jesus walks on water	
				syllable high-	you balance 4 or 3? Which	(generosity).	
				frequency words.	container holds more?	4.Jesus bring Jairus' daughter	
				Read and answer		back to life (hope).	
				yes/no questions	Numbers and composition of 6,7	5.The story of the good	
				using previously	and 8 – continue to apply the	Samaritan (dignity &	
				learned sounds and	counting principles when	compassion).	
				words.	counting to 6,7 and 8. Can we	6.Jesus visits Martha and Mary	
				Practise previously	represent 6,7 and 8 in different	, (friendship & wisdom).	
				learned letters and	ways and count out the required		
				sounds.	number of objects from a larger	<u>Seasons</u>	
				Independently sing	group? Can we arrange 6.7 and 8	Searching for signs of winter,	
				alphabet song and	into small groups to understand	using our senses to investigate,	
				point to letters as we	that they are made up of smaller	sort and create with them.	
				say them.	numbers? Can we order and	Describing and explaining them	
				Practise letter names.	compare our representations	with challenge and support	
				Consolidate blending	noticing the one more/less	through questioning and	
				for reading skills using	patterns as we count on and back	prompting according to ability.	
				CVC words.	to 8?		
				Consolidate			
				segmentation for		Forest School	
	CL	PSED	PD	L	Μ	UW	EAD

				spelling skills using CV	Making pairs – build on earlier	Recap Forest School rules prior to	
				and CVC words. Consolidate reading	work of matching pairs. Can we	entering the forest.	
				high-frequency words.	understand that a pair is 2? Can we arrange small quantities into	Nature Explorers: Photographic	
				Consolidate reading	pairs and notice that some will	Memory Each player takes on	
				and writing captions	have one left over?	the role of a camera, fixing in	
				and sentences using	have one left over :	their mind a picture of some	
				previously learned	Digging deeper – how many are	natural objects that they are	
				sounds and words.	hidden now? How do you know?	shown for 30 seconds. Then shut	
					Can you draw a picture to show	our eyes tight and take a mental	
					me? Can you show me with	picture. The players set off to	
					cubes?	find an example of each of the	
						objects they 'photographed'.	
					Combining 2 groups – can we	After 10 minutes regroup and	
					begin to combine two groups to	adult takes out one item at a	
					find out how many altogether?	time from the collection of	
					Can we subitise where possible?	natural treasures and asks who	
						found something similar.	
					Digging deeper- how many dots	Differentiate by giving Nursery	
					does each plate have? How many	less objects to remember/find	
					on the two plates altogether?	and Reception objects with more	
					Can you find 2 plates that have	subtle differences.	
					4,5,6 dots? Is there more than		
					one way to make it? What other		
					totals can you make with your	Gardening	
					plates?	Observing the garden and	
					Length and height son we	showing initiative in looking after	
					Length and height – can we begin to use language to describe	it , asking adults for support and advice when unsure (weeding,	
					length and height? Can we use	watering, harvesting, sweeping,	
					specific mathematical vocabulary	raking and planting).	
					relation to length		
					(longer/shorter), height		
					(taller/shorter) and breadth		
					(wider/narrower). Can we make		
					indirect comparisons using		
					objects such as blocks or cubes to		
					measure items?		
					Time – continue to order		
					important times in our day using		
					'now', 'before', 'later', 'soon',		
					'after', 'then' and 'next' to		
					describe. Can we begin to		
					recognise that regular events		
					happen on the same day each		
					week using 'yesterday', 'today' and 'tomorrow'? Can we		
					describe events in our lives and		
		DOED					
	CL	PSED	PD	L	Μ	UW	EAD

						talk about events we are looking forward to? Digging deeper – who had thrown their item the furthest? How could you check? Who is the tallest person? How do you know? How many bricks measure the same height as you?		
	Under the	Nursery: Pay attention to more than one thing	Nursery: Show respect and sensitivity to the	Nursery: P.E. – Dance Copies sequences of	Nursery: Develop their phonological	Nursery: Develop fast recognition of up to 3 objects,	Nursery: Use all their senses in hands-on exploration of natural	Nursery: Take part in simple pretend play,
	Sea	at a time.	feelings and wishes of	movements with	awareness, so that	without having to count them	materials. Collect sticks or leaves	using an object to
		Use a wider range of	others.	increased confidence	they can: - spot and	individually ('subitising') with	to bring inside and let the child	represent something
	Additional Topics:	vocabulary linked to the environment,	Develop friendships with a wider range of	and focus. Moves purposefully in	suggest rhymes - count or clap syllables	more independence. Recite numbers past 5 with more	engage in open-ended play. Talk about what they see, using a	else even though they are not similar.
	Easter, Seasons,	circumstances and topic.	children by being	response to music.	in a word - recognise	independence.	wide vocabulary.	Join different materials
	Forest School, Gardening.	Understand a question	willing to step outside	Begins to think of own	words with the same	Link numerals and amounts: for	Show interest in different	and explore different
	Gardening.	or instruction that has	of main friendship	creative movements	initial sound, such as	example, showing the right	occupations. Talk about people	textures. Talk about the
	Core Texts: The	two parts, such as: "Get your coat and wait at	group for periods. Verbalise how it feels	in response to stimuli.	money and mother Write some or all of	number of objects to match the numeral, up to 5 with greater	who help us in our community (i.e. Linda, Gillian, Andrew, postal	texture of different objects e.g.
	Big Book of the	the door".	to be a member of the	Refine their	their name. Practise	independence.	workers, nurses, doctors,	smooth/bumpy.
	Blue, Commotion	Know many nursery	school community.	movement, balancing,	forming some or all of	Experiment with their own	dentists, police officers, fire	Create closed shapes
	in the Ocean,	rhymes, be able to talk	Independently follow	riding (scooters, trikes	the letters in their	symbols and marks as well as	fighters, etc.)	with continuous lines,
	Fidgety Fish, Bright Stanley, Top Place	about familiar books,	rules, verbalising why	and bikes) and ball	name weekly.	numerals with increased	Explore how things work. Play an	and begin to use these
	Percy, The	and begin to tell a longer coherent story.	they are important. Talk about their	skills. Use large-muscle	Write some letters accurately.	confidence. Compare quantities using	educational game on a technical device.	shapes to represent objects.
	Rainbow Fish, The	Continue to develop	feelings using words	movements to form	accurately.	language: 'more than', 'fewer	Explore and talk about different	Remember and sing
	Little Mermaid,	their pronunciation,	like 'happy', 'sad',	large letters from their	Phonics:	than' independently during	forces they can feel in response	entire songs.
	Zoe and Beans	working with an adult on	'angry' or 'worried'	name and simple		everyday play.	to stimuli.	Create their own songs,
	Pirate Treasure,	sounds they find	and begin to utilise	pictures, such as a	A1 Start to name	Understand position through		or improvise a song
	My Granny is a Pirate.	difficult.	ways to improve how	smiley face.	different sounds they	words alone – for example, "The	Reception: To know about	around one they know
		Use longer sentences of four to six words with	they feel. Select, use and adapt	Remember sequences and patterns of	have identified and tell an adult or a peer	bag is under the table," – with no pointing. Use positional language	similarities, differences between themselves and others and	Play instruments with increasing control to
	Ed's Egg,, Rabbit's	increased accuracy.	activities and	movements which are	what sounds they can	in play (For example, "teddy is	among families, communities	express their feelings
	Spring Adventure, The Easter Journal.		resources to achieve a	related to music and	hear. A2 Start to	lying on top of the bed".)	and traditions.	and ideas.
		Reception: Responds	goal they have	rhythm with more	identify the sounds of	Talk about and identify the	Understand that some places are	Develop their own ideas
	I am the Seed that Grew the Tree	appropriately with questions to stories.	chosen, or one which	impendence.	familiar instruments and name them.	patterns around them with	special to members of their community.	and then decide which materials to use to
	(daily poetry	Use talk to help work	is suggested to them.	Choose the right resources to carry out	Develop an awareness	greater independence. For example: stripes on clothes,	What are our favourite activities?	express them.
	book).	out problems and	Reception: To	their own plan,	of how acting upon an	designs on rugs and wallpaper.	Which area do we go to the	
		organise thinking and	negotiate and solve	making adaptations to	instrument affects the	Use informal language like	most? Can we try something	Reception: Comparison
5		activities, and to explain	problems without	improve where	sound it makes. A3	'pointy', 'spotty', 'blobs' etc.	new? Tally charts of what we do	of different
ing	Key Vocabulary:	how things work and why they might happen.	aggression. Shows some	necessary. Use one-handed tools	Join in with body percussion patterns.	Extend and create ABAB patterns – stick, leaf, stick, leaf with	each day for a week.	brushes/techniques and paints/pencils.
Spring	sea, ocean, fish,	why they might happen.	understanding those	and equipment with	Copy body percussion	greater independence.		paints/pericits.
	, ,		<u>_</u>					
		CL	PSED	PD	L	Μ	UW	EAD

octopus, dolphin,	Engage in non-fiction	good practices with	greater precision, for	patterns shown to	Notice and correct an error in a	They know that other children	Uses simple tools an
shark, crab, turtle,	books.	regard to exercise,	example, cutting along	them by an adult or a	repeating pattern with greater	don't always enjoy the same	techniques compete
ray, squid, seal,	Imaginative story telling.	eating, sleeping and	a line with scissors	peer. Show an	independence.	things and are sensitive to this.	and appropriately.
walrus, seahorse,	Uses talk to organise,	hygiene to contribute	with more	awareness of how	Confidently play a variety of	Understand that some places are	Manipulates mater
jellyfish, penguin,	sequence and clarify	to good health.	independence.	body percussion	board games in a small group.	special to members of their	to achieve a planne
whale, shell, coral,	thinking, ideas feelings	Show resilience and	Use a comfortable grip	sounds can be	Confidently complete simple	community.	effect.
plastic, litter,	and events.	perseverance in the	with greater control	changed by using	jigsaws (peg, pairs, multi-piece).	To explore how animals are	Return to and build
predator, prey,	Listen to and talk about	face of challenge.	when holding pens	different parts of their		different to each other.	their previous learn
herbivore,	selected non-fiction to	To show	and pencils, showing	bodies in different		To know similarities and	refining ideas and
carnivore, reptile,	develop a deep	independence in	an awareness of a	ways to make sounds.	Reception:	differences in relation to places,	developing their ab
mammal, eggs,	familiarity with new	managing own wants	tripod grip when	A4 Recognise simple	Numbers and composition of 9	objects and materials.	to represent them.
tentacles, blow	knowledge and	and needs.	reminded by an adult.	words that rhyme.	and 10 – continue to apply the	Explore the natural world around	Create collaborativ
hole, gills, fins,	vocabulary.	Turn taking and	Be mainly	Able to copy and keep	counting principles. Can we	them.	sharing ideas, reso
flippers,	Articulate their ideas	sharing fairly.	independent as they	a simple beat. Able to	represent 9 and 10 in different	Describe what they see, hear and	and skills.
environment,	and thoughts in well-	Shows awareness of	get dressed and	join in and copy when	ways? Can we arrange them into	feel whilst outside.	Constructs with a
habitat, Earth,	formed sentences.	new concepts learned	undressed, for	an adult breaks down	smaller groups to help		purpose in mind, u
world, planet,		and works alongside	example, putting coats	words into syllables	understand their composition	Under the Sea	variety of resource
pirate, mermaid.		others appropriately.	on and doing up zips.	with a beat. A5 Select	and subitise them? Can we	Following on from our Space	Introduce story line
Easter, Jesus, God,		Works with peers and	Make and explain	an object with a given	notice that when a 10 frame is	topic, recap our current	narrative into play.
Bible, cross, lamb,		can discuss knowledge	healthy choices about	initial sound when	full, there is 10?	knowledge of the importance of	Moves to music in
daffodil, chick,		and understanding of	food, drink, activity	given the option of		looking after the planet and	lessons during PE a
spring, egg.		key concepts.	and toothbrushing.	two. Begin to hear and	Comparing numbers to 10 –	expand by discussing the need to	begins to increase
		Take steps to resolve		identify the initial	continue to make comparisons	protect our seas.	role play by adding
		conflicts.	Reception: P.E. –	sounds in words. A6	by lining items up with 1-1	Look at a map of the world and	with props and
			Dance	Start to recognise	correspondence to compare	the amount of ocean there is	movement and
			Remembers	different voice sounds	them directly or by counting each	compared to land.	speaking.
			sequences of	when they can't see	set carefully and comparing their	Pirates – sunken ships and	To tap along to the
			movements with	them. Use their voice	position in the counting order.	treasures. Caribbean Sea (link to	of a familiar song.
			increased	to make a variety of	Do we understand where all	Pirate's of the Caribbean). Learn	Watch and talk abo
			independence and	different sounds,	numbers sit in relation to other	some facts about real pirates	dance and perform
			fluidity.	including silly voices	numbers? Can we compare two	throughout history.	art, expressing the
			Moves rhythmically in	and animal noises. A7	quantities in relation to	Sea creatures – learn the names	feelings and respor
			time to a beat.	Able to identify the	more/fewer/the same? Can we	and basic facts about large sea	о.
			Thinks of own creative	initial sounds of the	compare 3 or more quantities?	creatures (whales, sharks,	Music – Charanga
			movements in	words they hear and		dolphins, walrus' - link to Wally	World – Find the p
			response to stimuli.	say. Have an	Bonds to 10 – can we explore	the Walrus, seals, sea lions,	and show others yo
				awareness that words	number bonds to 10 using real	penguins, turtles etc.). Also learn	ideas, copy-clap so
			Use their core muscle	can be broken down	objects in different contexts? Can	the names and basic facts about	rhythms of phrases
			strength to achieve a	into phonemes.	we use partially filled 10 frames	smaller sea creatures (fish – link	the songs, explore
			good posture when	Choose the correct	and other manipulatives to work	to Rainbow Fish, crab, octopus,	pitch and low pitch
			sitting at a table or	object when hearing a	out how many more to make a	lobster, seahorse etc.).	the images from th
			sitting on the floor.	word broken down	full 10?	Coral reef – learn about the	songs, use the star
			Combine different	into phonemes, e.g.		danger of losing the beautiful	note to explore me
			movements with ease	hearing 'ch-i-ck' and	Digging deeper – what number	and important environments	patterns using one
			and fluency.	choosing a picture of a	did you roll? Did you get the	under the sea and what people	two notes.
			They handle	chick.	same number on the bottom	can do to save them (using less	
			equipment and tools	'Sound of the Week'	each time you roll that number?	plastic, not littering, making less	Reception Glocken
			effectively, including	challenge.	What do you notice about the	pollution).	Challenge - Old
			pencils for writing.				Macdonald Incy Wi

		Further develop the skills they need to manage the school day successfully: - queuing - mealtimes - personal hygiene. Further develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Children continue to develop confidence and fluency with their handwriting, forming most letters accurately. Children are able to independently use scissors effectively, showing care and accuracy.	Reception: Can read words and simple sentences. Enjoys an increasing range of books. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Is able to orally construct a sentence and beginning to write these down with more independence. Attempts to write short sentences in meaningful contexts. Write short sentences with words with known sound-letter correspondences. Use a capital letter and full stop with more independence. Phonics Learn reading the tricky words: said, so, have, like, come, some, were, there, little, one, do, when, out, what. Learn and practise	 top and bottom pairs? What is on the bottom of my dice? 3D shapes – can we explore and manipulate 3D shapes thinking about which shapes stack/roll? Can we construct our own 3D shapes? Can we learn the names of 3D shapes and explore similarities and differences between them? Can we sort them according to what we notice? Pattern – explore more complex patterns: ABB, AAB, AABB, AABBB. Can we say each pattern aloud and make patterns around the edge of shapes as well as in straight lines? Digging deeper – which patterns will fit exactly into the frames? Are there any patterns that fit exactly around both frames? How many more spaces did you need for a pattern that wouldn't fit? Consolidation (subitising, counting, sorting, matching, comparing, ordering). 	Floating and sinking. Examine objects and discuss how they feel, are they are heavy/light, big/small etc.? Which objects will float/not float? Why/why not? Test the objects to see if our predictions were correct and record findings. R.E Jack in the Box Big Bible Stories Volume 2 All About Jesus continued: 7. Jesus welcomes the children (dignity & respect). 8. The story of the boy who came home (forgiveness). 9. Jesus visits Zacchaeus (forgiveness). 10. The generous lady (generosity). 11. Jesus listens to Bartimaeus (perseverance). Easter: -Jesus rides on a donkey (joy). -Jesus washes the disciples' feet (service). - The special meal (trust). -A sad day (justice). -Jesus' friends see him again (thankfulness). Searching for signs of winter/spring, using our senses to investigate, sort and create with them. Describing and	Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G
			Learn reading the tricky words: said, so, have, like, come, some, were, there, little, one, do, when, out, what.	counting, sorting, matching,	-Jesus' friends see him again (thankfulness). Seasons Searching for signs of winter/spring, using our senses to investigate, sort and create	
CL	PSED	PD	consonants. L	М	Forest Arts – Magic Wands UW	EAD

Summer	in this Story, Charlie Cook's	and continue it for a few turns. CL	Encourage impendence when PSED	PD	L	roof etc. M	respect and care for the natural environment and all living things. UW	and what to make.
ner 1	Traditional Tales Additional Topics: Seasons, Forest School, Gardening. Core Texts: Jack and the Beanstalk, The Three Little Pigs, Little Red Riding Hood, There is No Big Bad Wolf	Nursery: Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to express when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend	Nursery: Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Nursery: P.E. – Small Equipment (balls,bats, quoits, hoops etc.) Learn and develop a range of ball skills including throwing, catching, kicking, passing, rolling, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Nursery: Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Nursery: Begin to solve real world mathematical problems with numbers up to 5. For example, Mum, Dad and Jenny sit at the table for dinner. How many knives and forks will they need all together? Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Begin to select shapes appropriately: flat surfaces for building, a triangular prism for a	Nursery: Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Plant grass seeds and talk about the changes you see daily as the grass grows. Understand the key features of the life cycle of a plant and an animal. Focus on the life cycle of a butterfly (egg→ caterpillar → chrysalis→ butterfly) Begin to understand the need to	Nursery: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, in order to develop their ideas about how to use them
					Consolidate recognition and recall of previously learned graphemes. Consolidate reading and spelling CV and CVC words with faster decoding and encoding, recognising these words more on- sight. Practise reading and spelling previously learned tricky words. Practise reading and spelling high- frequency words using previously taught sounds. Practise reading and writing sentences using previously learned sounds and words.		Folklore such as the ancient Celts, tells us that each tree is linked to certain energies and qualities, therefore each stick has its own unique magical qualities. Encourage the children to select a stick that they are drawn to (the wand chooses the wizard according to the Harry Potter stories). Encourage them to talk about their stick to build identification skills and sense of connection. Invite the children to find objects to adorn their wand and add extra symbolism/magical properties. Differentiate according to assembly, Nursery have elastic bands and Reception have wool to tie.	

Favourite Book,	Use talk to organise	solving problems with	Skip, hop, stand on	Phonics:	Begin to combine shapes to	How should we treat living	Draw with increasing
The Gruffalo, The	themselves and their	peers (If a child comes	one leg and hold a		make new ones - an arch, a	things? Should we pick the	complexity and detail,
Gruffalo's Child,	play: "Let's go on a bus	to you with a problem,	pose for a game like	A1 Start to talk about	bigger triangle etc	flowers that are growing in the	such as representing a
The Highway Rat, A	you sit there I'll be the	ask them how they	musical statues.	the sounds they hear	Begin to describe a familiar	park?	face with a circle and
Squash and a	driver."	could fix it.)	Start taking part in	in more detail.	route.		including details. Talk
Squeeze, Freddie		Develop appropriate	some group activities	Describe sounds they	Begin to discuss routes and	Reception: To know about	about the features of a
and the Fairy, The	Reception: To give	ways of being	which they make up	hear and compare	locations, using words like 'in	similarities, differences between	face and body before
Frog Prince,	attention to what others	assertive.	for themselves, or in	sounds. A2 Talk about,	front of' and 'behind'. For	themselves and others and	drawing them (i.e. A
Growing Frogs, I	say and respond	Begin to talk with	teams.	describe and compare	example, we walk down the	among families, communities	face has two eyes, a
am the Seed that	appropriately while	others to solve	Match their	the sounds of	street where we see the shops	and traditions.	nose, a mouth and two
Grew the Tree	engaged in another	conflicts.	developing physical	different familiar	and turn down the street next to	Recognise that people have	ears.).
(daily poetry	activity.	Understand gradually	skills to tasks and	instruments. Follow	Tesco.	different beliefs and celebrate	Use drawing to
book).	Listen to and talk about	how others might be	activities in the	instructions to	Begin to describe a sequence of	special times in different ways.	represent ideas like
	stories to build	feeling.	setting. For example,	recreate a sound using	events, real or fictional, using	Do we all celebrate the same	movement or loud
	familiarity and		they decide whether	an instrument. A3	words such as 'first', 'then'	festivals? Why not?	noises.
	understanding.	Reception: To know	to crawl, walk or run	Create own body	Begin to make comparisons	To know about similarities,	Show different emotio
Key Vocabulary:	Retell the story, once	that all behaviours can	across a plank,	percussion patterns	between objects relating to size,	differences between themselves	in their drawings and
traditional tale,	they have developed a	have consequences.	depending on its	and sequences. Join in	length, weight and capacity.	and others and among families,	paintings, like happine
story, fiction,	deep familiarity with the	For example, if you	length and width.	with longer sequences		communities and traditions.	sadness, fear etc.
'Once upon a	text; some as exact	are unkind to	Further develop	of body percussion	Reception:	Explore living things.	Sing the pitch of a tone
time', 'The End',	repetition and some in	someone they may	cutting skills by cutting	when shown by an	Building numbers beyond 10 –	Plant bulbs.	sung by another perso
character, setting,	their own words.	not want to play with	around straight	adult. Describe body	can we learn to build and identify	Noticing changes	('pitch match').
title, author,	To use past, present and	you / if you are helpful	shapes.	percussion sounds.	numbers to 20 and beyond using	Observations of animals and	Sing the melodic shape
illustrator, fiction,	future forms accurately	and kind to others,	Further develop pencil	Follow instructions to	a range of resources? Can we	plants and explain why some	(moving melody, such
witch, King, Queen,	when talking about	they may want to play	control skills by	make body percussion	recognise that larger numbers	things occur and talk about	up and down, down ar
Prince, Princess,	events that have	with you.	moving increasingly	sounds. A4 Enjoy	are composed of a full 10 and	changes.	up) of familiar songs.
dragon, fairy,	happened or are to	Show resilience and	more towards a tripod	playing with rhyme	part of the next 10? Can we	Describe what they see, hear and	1, 0
wizard, witch,	happen in the future.	perseverance in the	grip.	and start to create	recognise that the numbers 1-9	feel whilst outside.	Reception: Return to
giant, beanstalk,	Listen to and talk about	face of challenge.	Ŭ,	their own rhyming	repeat after every full 10?	Understand the effect of	and build on their
wolf, castle, brave,	selected non-fiction to	To show	Reception: P.E. –	words, e.g. children		changing seasons on the natural	previous learning,
sword, danger,	develop a deep	independence in	Small Equipment	may say 'Shine rhymes	Counting patterns beyond 10 –	world around them.	refining ideas and
happy ending,	familiarity with new	managing own wants	(balls,bats, quoits,	with bline and frine.'	can we count on and back		developing their ability
magic, wand,	knowledge and	and needs.	hoops etc.) Further	Children can complete	beyond 10 using representations	Traditional Tales	to represent them.
sword, cauldron,	vocabulary	Take steps to resolve	develop and refine a	a short sentence with	to support? Can we notice the		Create collaboratively,
broom/broomstick.		conflicts.	range of ball skills	their own rhyme. Can	repeating 1-9 patterns? Can we	Learn how some of our best	sharing ideas, resource
		Take account of one	including throwing,	also break words	count on and back from different	loved stories have been around	and skills
		another ideas about	catching, kicking,	down into syllables	starting points to say what comes	for many years and have been	Selects appropriate
		how to organise the	passing, rolling,	and create their own	before or after a given number	passed down from generation to	resources and adapts
		activity.	batting and aiming.	beat. A5 Begin to	and to place sequences of	generation verbally and from	work where necessary
		· · · · · · · · · · · · · · · · · · ·	Develop confidence,	match and group sets	numbers in order? Can we begin	memory so sometimes there are	Explores what happen
			competence, precision	of objects with the	to find larger numbers on	differences in the same story	when they mix colours
			and accuracy when	same initial sound.	number tracks and squares?	because people forget or amend	Selects tools and
			engaging in activities	Enjoy playing with	·	details. Practise this with	techniques needed to
			that involve a ball.	alliteration, e.g.	Digging deeper – how many is	memory games like 'pass the	shape, assemble and
				thinking of their own	100? Which container holds the	whisper' or retelling a story you	join materials they are
			Use their core muscle	short alliterative	most? How many cubes do you	have heard.	using.
			strength to achieve a	phrases 'big, bad, bat'	think will fit inside this		Children to sustain a
			good posture when	or making up their	container? Do tall containers	Discuss the fact that some	narrative, acting out
				own words to create	always hold more cubes? What	traditional tales have girls that	class book.
					and yo note more cubes. White	and an an and a nure gins that	2.200 200

	sitting at a table or sitting on the floor. Using buttons independently. They handle equipment and tools effectively, including pencils for writing. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Children continue to develop confidence and fluency with their handwriting, forming all letters accurately. Children are able to use scissors confidently, showing care and accuracy.	an alliterative phrase 'dangry dog.' A6 Speak clearly and are able to talk about, describe and compare different voice sounds. Enjoy creating their own ideas for voices of different characters in their activities and play and also imitate the voices of characters. A7 Able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. an adult says 'h-o-t' and the child says 'h-o-t' and the child says 'h-o-t' and the child says 'hot.' Children join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet. 'Sound of the Week' challenge. Reception: Re-read core books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Beginning to read with more fluency when reading words and simple sentences. Enjoys an increasing range of books. Attempts to write short sentences in meaningful contexts	 could we do to help us remember how many each container held? Which container holds the most cubes? Can you order the containers from smallest to largest? Spatial reasoning 1 – can we complete jigsaw and shape puzzles requiring us to rotate shapes to fit? Can we explain why they chose a particular shape and why another did not fit? Can we match arrangements of shapes and use positional language to describe where the shapes are in relation to one another? Digging deeper- build it, design it, which shape will you start with? How many triangles will you need? Can you find a shape like this? Does that shape fit? Do you need to turn it around? Tell me about your shape picture? Can you make a drawing to help you remember what you did? Adding more – can we use real objects to see that the quantity of a group can be changed by adding more? Can we understand the 'first, then, now' structure when exploring mathematical stories in meaningful contexts? Can we re- count all the objects to see how many altogether? Can we count on to see how many altogether? Can we represent number stories using 10 frames, number tracks and our fingers? 	 need rescuing, but today we know that girls and boys are equally capable of rescuing themselves! Jack and the Beanstalk – growing, measuring and investigating our own beanstalks. The Three Little Pigs – weighing resources and constructing our own homes and testing them against elements such as wind and rain. Little Red Riding Hood – mapping and following our own routes in the woods. Big Bad Wolf – learn real facts about wolves, their packs, their habitats, their predators and prey, their survival skills, their threats including losing their homes through deforestation. Dragons – are or were dragons real? Look at legends and folklore (recap our previous Chinese New Year work). Read the St George and the Dragon story, There is also a dragon on the welsh flag. Where could these ideas come from? Discuss if we think dragons really existed? What are they similar to? Snakes, dinosaurs, repitles? Investigate the comodo dragon and bearded dragon. R.E Jack in the Box Big Bible Stories Volume 2 Living God's Way: The Fruit of the Spirit 1. The Holy Spirit comes 	To move body along to the beat of a familiar song. Plays cooperatively as part of a group to develop and act out a narrative. Music - Charanga – Big Bear Funk – Find a funky pulse, copy-clap 3 or 4 word phrases from the song, keep the beat of a song with a pitched note, add pitched notes to the rhythm of the words or phrases in the song, enjoy playing patterns using a combination of any of the three notes C, D and E. Reception Glockenspiel Challenge - Big Bear Funk D, D + E, D + C
			and our fingers? Taking away - can we use real objects to see that the quantity of a group can be changed by taking items away? Can we use the 'first, then, now' structure		

· · · · · · · · · · · · · · · · · · ·							
				Use capital letters and	when exploring mathematical	4.Jack gets chickenpox – the Fruit	
				full stops	stories in meaningful contexts?	of Joy (joy).	
				independently.	Can we count out all the objects	5.Jack's swimming lesson – the	
				Respond to picture	at the start, take away the	Fruit of Peace (peace).	
				stimulus for whole	required amount practically and	6.Jack waits for his birthday – the	
				class writing.	then subitise or recount to see	Fruit of Patience.	
				Begin to use key	how many are left? Can we		
				phrases in verbal	represent number stories using	Seasons	
				compositions such as	10 frames, number tracks and	Searching for signs of	
				'Once upon a time'	our fingers?	spring/summer, using our senses	
				and 'The End'		to investigate, sort and create	
				Begin to recognise and	Digging deeper – how many	with them. Describing and	
				understand the	cubes did we have at the start?	explaining them with challenge	
				meaning of question	How many cubes do we have	and support through questioning	
				and exclamation	now? Do we have more/fewer?	and prompting according to	
				marks.	How many did I add/takeaway?	ability. Look carefully at the	
					How did you work it out? Can	emerging wildlife, including frogs	
				Phonics	you show me using	and butterflies and look closely	
				Consolidate	counters/drawing a picture?	at their life cycles.	
				recognition and recall			
				of previously learned	Spatial Reasoning 2 – do we		
				graphemes.	understand that shapes can be	Forest School	
				Consolidate reading	combined and separated to make	Recap Forest School rules prior to	
				and spelling CV, CVC	new shapes? Can we investigate	entering the forest.	
				and CVCC words with	how many different ways a		
				faster decoding and	smaller shape can be built using	Forest Arts - Stick Frames	
				encoding, recognising	smaller shapes? Can we explore	Ask the children what they might	
				these words more on-	the different shapes we can	use their frame for (decoration	
				sight.	make by combining a set of given	for a den, spider web, photo	
				Consolidate reading	shapes in different ways?	frame etc.). What shape frame	
				and spelling previously		will you make? How many sides	
				learned tricky words.	Digging deeper – can you make a	does that shape have? How	
				Consolidate reading	triangle using the blocks? Can	many sticks will you need? Once	
				and spelling high-	you make a different triangle?	the sticks have been found, tie	
				frequency words using	Why is it different? Can you	the corners with elastic bands	
				previously taught	make a smaller/larger one? How	(support Nursery with this). Next	
				sounds.	many blocks did you use? What	we can decorate the frame with	
				Practise reading and	other shapes can you build? Can	natural objects. Place the	
				writing sentences	you do this in more than one	completed frame in an area of	
				using previously	way? Explore different ways to	your choosing and describe what	
				learned sounds and	build a star. Explore the different	you can see in the framed area.	
				words.	shapes and arrangements we can		
					make using a tangram.		
						Gardening	
						Observing the garden and	
						showing knowledge and	
						understanding of how to look	
						after it , by completing routine	
						tasks and relying less on adult	
	Cl	PSED	PD	L	Μ	UW	EAD

With Decks /s To longer storinger and can interesting by with Additional Topics: Cames Tolow (manular of the storing) Cames Tolow (manular of the storing) Instructions, with reminders where storing, learning new, storing, storing, learning new, storing, storing, storing, storing, storing, stor								support (weeding, watering, harvesting, sweeping, raking and planting).	
Very Numbers nemmether and vertailie uutging with instructions, with correspondence Numbers up to 5. For example, talk about the difference or example, talk abou		Minibeasts					-		Nursery: Begin to develop complex stories
Seasons, Ford Understand "why the sife context of necessary, show some table for dinner. How many between materials and henges sets, doll same Gardening. questions and result Show increasing Yules, show good Hint Now ledge in their Table dor dinner. How many Between materials and henges Now ledge in their Core Texts: The Very Hungy Do inf of vew and they dagge evaluations to point of vew and the processar Do solive attutued when earned skill withing a resting. Table do informal and mathematical Understand the kip features of animal. Focus on the ife cycle of a plant state same string. Solive attutue when very Hungy or words as well as string. Do solive attutue when they dagge evaluations to conditions and riving animal. Focus on the ife cycle of a plant string. Do solive attutue when very as well as string. Do solive attutue when they dagge evaluations to solive attutue when very as well as string. Do solive attutue when very as well as string. Do solive attutue when they dagge evaluations to who has well as the processar animal. Focus on the ife cycle of a plant string. Do solive attutue when very as well as string. Do solive attutue when the string. Do solive attutue when very as well as string. Do solive attutue they dagge evaluations of how straight to they and comparise way. Do solive attutue when very as well as well as well as well as the very as well as well as well as well as well as they well to dave the inter as well as well as the very as				. .			•		using small world
School, Gardenig. questions and responds, with increasingly attention to defail. understanding of understanding of attention to defail. understanding of understanding of sportsmanbig and positive attention to defail. increasingly more confidence in sportsmanbig and positive attention to defail. increasingly more confidence in state semitively with calcer plans, increasingly more confidence in state semitively with calcer plans, sportsmanbig and built or a fined, sportsmanbig sportsmanbig and duttor a fined, being assertive. independence. inde									equipment like animal
Gardening. with increasing attention to divergence based between state sensitively when state and continue if for many hybrid for many state sensitively when state sensit sensitively when state sensitively when state sensitively when s								Ŭ	sets, dolls and dolls
Verture attention to detail. more confider(e) in Bable to expression and point of verture to account the configuration and point of verture to account the practice point of verture to account the practice practice point point of verture to account the practice practice point point the practice practice point point the practice practice point point the practice practice point point the practice practice poi		,			u u u u u u u u u u u u u u u u u u u				
 Learner Statistical Construction of the properties of the state sensitively when ont of views what of state sensitively when state sensitively when addition or a friend, using informal and mathematical the life cycle of a plant and an annual. Focus on the life cycle of a plant and annual formal line plant and and the cycle plant and an annual. Focus on the life cycle of a blant the splate the cycle cycle and cycle of the splate the splate the splate the cycle cycle and cycle of the splate the splate the cycle cycle and cycle of the splate the splate the cycle cycle and cycle of the splate the splate the cycle cycle and cycle cycle and cycle cycle and cycle cycle dycle and cycle cycle and cycle cycle and cycle cycle and cycl		Gardening.			· •		8	J	Make imaginative and
Core Texts: The point of year and to state sensitive when conflicts and rivaling: a state sensitive when conflicts and rivaling: and state sensitive when conflicts and rivaling: and state sensitive with more being assertive. In the dependence. rectangles, trangles and cubids as the sensitive when conflicts and rivaling: and state sensitive. Conflicts and rivaling: and rivaling: and rivaling: and rivaling: and rivaling: and rivaling: a state sensitive. Conflicts and rivaling: and rivaling: and rivaling: a state sensitive. Conflicts and rivaling: a rivaling: a state sensitive. Conflicts and rivaling: a rival						e e e e e e e e e e e e e e e e e e e	•		
Very Hungy State sensitively when adult or a friend, using Superworm, The Spinderella, Superworm, The Superworm, The		Core Texts: The				· · ·			construction kits, such
Caterplian, Superworm, The Snail and the Snail and the Static a conversation Static a conversation Prince, Growing Prince, Growin									as a city with different
Spinderella, Spindere		, ,		with more			<u> </u>		buildings and a park
Small and the Whale, The Frog Prince, Growing Frogs, Usbourne Non-Fittion Minbeast Celetion, The Oblighting a start or onversation and continue it for many there sees and their play with increasing effect and creativity.appropriate ways of being assertive. Strength and balance through yoga poses. A 1 Start to talk about the sounds they hear on extend the meet to and some group activities to the sounds they hear on the sounds they hear on the sounds they hear on the sound strength and balance through yoga poses.surfaces for building, a triangular prism for a roof etc. with more independence. Combine shapes to make new other might be the sounds they hear on the strength and balance through yoga poses.surfaces for building, a triangular prism for a roof etc. with more see an arch, a bigger triangle etc. with increasing etc. with increasing etc. with increasing etc. with increasing effect and creativity.to develop the and what to a and what to a form which they make up bescribe sounds they bescribe sounds of the sounds they poetry book).sustar a conversation the seed that Gree park?chyselitic beat there dail environment and all living things. Torm within the grade triangendence.chyselitic beat there and which they make up bescribe sound the face hasts and activities in the respont to what their releasing.sustar a conversation the sounds of the sounds of the area with releasing the sound sof the sound sof the area with releasing.sustar a conversation the sound sof the sound sof the sound sof the sound sof the sound sof trainstruent. A3sustar a conversation the sound sof the sound sof the sound sof the sound sof the sound sof the soun		Spinderella,	adult or a friend, using	independence.	team game setting.		'straight', 'flat', 'round'	animal. Focus on the life cycle of	Explore different
Whale, The Frog Prince, Growing Frince, Growing Frince, Growing Prince, Growing Frince, Balak, Fring, Subac, Frince, Growing Frince, Growing Frince, Gr		Superworm, The	words as well as actions.	Refine the practised		'm' for mummy.	Select shapes appropriately: flat	a butterfly (egg $ ightarrow$ caterpillar $ ightarrow$	materials freely, in order
Prince, Growing Frogs, Usbourne and continue it for many Luma. Develop a more independent. strengt and balance through yog poses. A1 Start to talk about the sounds they hear ones - an atch, a bigger triangle etc. with increasing collection, The Bumblebar, Iam the Seed that Grow the Seed to See the Seed show and turn down the strengt new that Seed the Seed others, and and activities in the seetting. For example, ladybird, See, wasp, ant, beetle, fly, butterfly, worm, caterpiliar, fly, butterfly, worm, caterpiliar, fly, butterfly, worm, caterpiliar, fly, butterfly, worm, caterpiliar, fly, butterfly, worm, caterpiliar, fly, butterfly, worm, caterpiliar, fly, butterfly, the set and flow the set and flow frow that and as algue to with for what appropriate. Seand whe flow the set and Seand the Seand the Seand the Seand the seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand the Seand t		Snail and the	Start a conversation	appropriate ways of			<u>.</u>	chrysalis→ butterfly)	to develop their ideas
Frogs, Usbourne Non-Fiction Minbeast Collection, The Bumbleber, The Tee (daily potry book).turns. Use talk to organise themselves, and heir detes might be feeling.11 Start to talk about through yoga poses. ACtivel ytake part in some group activities the sounds they make up bescribe sounds they bescribe sounds of freely. using words like in firet- walk down the street where we instrument. As understanding of heir walk down the street where to read to and during wasp, ant, beetle, fiv, butterfly, worm, caterpillar, thee they and aday is they whole class discussions and astivities in they able to wait they want and control they decide whether they d		Whale, The Frog				Phonics:	•	Begin to understand the need to	about how to use them
Non-Fiction Minbeast (Collection, Field and state beamblebear, lam the Seed that Gree the Tree (dail) poetry book). Use talk to organise themselves and their play with increasing effect and creativity. understanding of how others might be real or cativity. Actively take part in some group activities which they make the Seed that Gree the Tree (dail) poetry book). How should we treat living themselves, or in some and compare the Seed that Gree themselves, or in sounds. A2 Talk about, the Tree (dail) poetry book). How should we pick the face with a cit in more detail. How should we pick the face with a cit some and compare the sounds of freely, using words like fin front esting. For example, read to and during they should we pick the face and book the seed that Gree the Tree (dail) poetry book). How should we treat living themselves, or in sound the pice sounds they park? How should we pick the face with a cit in more detail. How should we pick the face with a cit in more detail. Key Vocabulary insect, spider, insect, spider, inset, spider, insect, spider, insect, spider, insect, spi		, 0			e e e e e e e e e e e e e e e e e e e				and what to make.
Minbeast Collection, The glay with increasing effection, The play with increasing effection, The play with increasing effection, The generation and statistical and creativity.themselves and their play with increasing effection, The generation and statistical and creativity.others might be feeling.some group activities port the Second Statistical Describe a sounds stay bear and compare developing physical such as represented developing physical and activities in the parks and statistical and creative movement to tasks and activities in the parks and small group and small group more, fruit, seed, fruit, seed, power, bhore, predator,themselves and their play with increasing the second to what the these of others, and and asting shein and small group and sand stages the says, responding.others might be feeling.some group activities parks and the second so the these of others, and and activities in the says, arcticed, solid, soil, leaf, tree, plant, flower, trein, solid, soil, leaf, tree, plant, flower, fruit, seed, honey, predator,others might be feeling.some group activities some group activities parks and now, drawing on their appropriate. says, responding.there make up the second so the the second so the they decide whether and small group says, responding.there make up the second so that be they decide whether and sak questions to says, responding.there make up the second so the they decide whether to rawin, walk or run across a plank, depending on its tree, plant, flower, truit, seed, tree, plant, flower, truit, seed, the how, precision.the second so the the second so the the second so the the second so th							•		Draw with increasing
Collection, The Bumblebear, Iam the Seed that forcew the Tree (daily poetry book). play with increasing effect and creativity. feeling. which they make up for themselves, or in sounds. A2 Talk about. Describe sounds they hear and compare describe and compare the Seed that for sounds. A2 Talk about. detail. flowers that are growing in the park? flowers that are growing in the park? face with a cir including dest about the feae face and body drawing them face has two these of thers, and activities in the instruments. Follow detail. detail. flowers that are growing in the park? face with a cir including dest face and body drawing them face has two instructions to instruments. Follow Key Vocabulary: minibeast, bug, insect, spider, wasp, ant, beete, fly, butterfly, worm, caterpillar, ladybird, soil, leaf, tree, plant, flower, tree, plant, flower, spider, five, plant, flower, tree, plant, flower, tree, plant, flower, tree, plant, flower, tree, plant, flower, spider, fruit, seed, cobweb, nest, hive, honey, predator, play with increasing feeling. feeling. which they make up towers that are growing in the stame creative different familiar describe and compare instruments. Follow and activities in the secting. For example, and activities and different familiar describe a sequence or cawl, walk or run arcross a plank, appropriate. describe a sequence. describe a sequence. describe a sequence of events, as first', them' with greater independence. for the set where wasp, ant, beeter, fly, butterfly, weight and capacity more interaction. for the set where and sak questions to weand struight minter around straight in their drawin aduit								Ű	complexity and detail,
Bumblebear, I am the Seed that Grew the Tree (daily poetry bock) effect and creativity. Reception: ELG teams. hear and compare sounds. A2 Talk about, describe and compare the sounds of the sound the street where we see the shops and turn down the secte shops and turn down the secte shops and turn down the society. Reception: ELG the sound the race has two the serve the roles in society. Reception: the sound the troles in society. Reception: the sound the people around them and their roles in society. Reception: the so of the people around them and their roles in society. Talk about the lives of the people around them and their roles in society. Reception: the so and turn down the society. Key Vocabulary: minibeast, bug, instext, spider, ladybird, bee, wasp, ant, beetle, fruit, seed, cobweb, nest, hive, honey, predator, and small group able to cavit for what the immediate impulses when advit the standing. the see and work towards string the percussion patterns able to cavit for what they want and control what they have heard and ask questions to clarify their understanding. Make comments about what they have heard and ska questions. Talk about the feast they want and control what they have heard and aska questions to says, responding Talk about the				U	. .				such as representing a
the Seed that Grew the Tree (daily poetry book).Reception: ELG Listen attentively and respond to what they hear with relevant and actions when being insect, spider, fly, butterfly, worm, caterpillar, ladybird, soil, leaf, free, plant, flower, fruit, seed, cobweb, nest, hive, benew, predator,Reception: ELG the Sub wan understanding.Reception: teams. Math their movement to tasks and actions when being setting. For example, behaviour accordingly.greater independence. Discuss routes and locations of and 'behind'. For example, wask down the street where we set the shops and turn down the setting. For example, they decide whether and actions when being simple goals, being alle to wait for what they want and control they want and control they want and control they want and control they want the teacher says, respondinggreater independence. Discuss routes and locations freely, using words like 'in front wask down the street where we set the schops and turn down the set and work towards they decide whether and small group inpulses when arcoss a plank, depending on its and sequences. Joinin independence. Discuss routes and using street next to Tesco. Describe a sequence of events, read of fictional, using words such as first', 'then' with greater independence. Make comparison between objects relating to size, length, weight and capacity more independenty.Reception: ELG Talk about the lives of the people around straight aduith, between and say, respondingabout the fear face and body and activities in the percussion patterns aduith, between and straight shy cutting aduith, between precision.greater independence. Tereate a sound using a street		,		teeling.		· · · · · ·		U U	
the Tree (daily poetry book). Reception: ELG Match their developing physical developing physical skills and creative movement to tasks instruments. Follow walk down the street where we hear with relevant equate their oses of others, and actions whole being read to and during whole class discussions and actions they whole class discussions and small group interaction. Reception: Reception: Reception: ELG face and body drawing them developing physical skills and creative in those of others, and actions when being read to and during whole class discussions and actions whole beas discussions and actions they whole class discussions and actions when being read to and during worm, caterpillar, fly, butterfly, worm, caterpillar, fue, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator, Match their developing physical skills or curved walk they are heard and as walk group and sk questions to to what the teacher show, what they have heard a says, responding Match their developing physical skills or curved walk or vanter show walk down the street where we they see the shops and turn down the street next to Tesco. Reception: Reception: ELG Care and body drawing them and their roles in an instrument. A3 I adybird, bee, wasp, ant, beetle, fly, butterfly, worm, caterpillar, fly, butterfly, worm, caterpillar, fruit, seed, cobweb, nest, hive, lare, plant, flower, fruit, seed, cobweb, nest, hive, boney, predator, Make comments about their immediate constructions to asys, responding Give focused attention to what the teacher sty sets, responding Give focused attention to what the teacher sty sets, responding Give focused attention to what the teacher sty sets, responding Ma		,	effect and creativity.	Pocontion				parkr	about the features of a
Poetry book):ELGShow an understanding of their respond to what they hear with relevant respond to what they hear with relevant movement to tasks instect spider, ladybird, bee, whole class discussions wasp, art, beetle, fly, butterfly, worm, caterpillar, ladybird, leer, predator, fruit, seed, cobweb, nest, fiver, predator, fruit, seed, cobweb, nest, fiver, predator, fruit, seed, cobweb, nest, fiver, predator,ELG the veloping physical skills and creative skills and creative skills and creative skills and creative skills and creative skills and creative movement to tasks and activities in the setting. For example, they decide whether across a plank, depending on its appropriate.the sounds of skills and creative skills and creative skills and creative movement to tasks and activities in the setting. For example, they decide whether across a plank, appropriate.freely, using words like 'in front of' and 'behind'. For example, recreate a sound using an instructions to arcs a squence of events, and sequences. Join in interaction.ELG Talk about the lives of the people and activities in the and activities in the across a plank, appropriate.free younds of and sequences. Join in and sequences. Join in and sequences. Join in independence.ELG Talk about the lives of the people around their roles in osciety.drawing them face has two of and sequences. Join in independence.Talk about the lives of the people around their roles in osciety.TotalKey Vocabulary: movement to make body percussion and ask questions to cobweb, nest, five, honey, predator,Show an understanding.developing hysical skills and			Recention:				- ·	Reception:	face and body before
Very Vocabulary: minibeast, bug, inseet, spider, ladybird, bee, wyon, caterpillar, fiy, butterfly, worm, caterpillar, fixe, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,Listen attentively and respond to what they hear with relevant those of others, and setting. For example, setting. For example, they decide whether and activities in the setting. For example, they decide whether streed near with relevantdifferent familiar instructions to and activities in the street next to Tesco. Describe a sequence of events, read on during whole class discussions and small group interaction.understanding of their own feelings and they decide whether to crawl, walk or run across a plank, depending on its and small group and ask questions to clarify their understanding.skills and creative movement to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its and sequences. Join in experimences and what has been and ask questions to and ask questions to and ask questions to says, responding.skills and creative movement to tasks and activities in the stetting. For example, we they decide whether to crawl, walk or run and sequences. Join in their immediate fruit, seed, cobweb, nest, hive, honey, predator,understanding of their own feelings and they have heard and ask questions to appropriate.skills and creative movement to tasks and activities in the tere plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,Talk about the lives of the people and activities and they law the teacher says, respondingdistruments. Follow instructions to and activities									drawing them (i.e. A
Key Vocabulary: minibeast, bug, insect, spider, ladybird, bee, wasp, ant, beetle, fly, butterfly, worm, caterpillar, ladybird, soil, leaf, tree, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,respond to what they hear with relevant of others, and soften and activities in the setting. For example, setting. For example, they decide whether and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its they want and control they want and contr		poetry booky.							face has two eyes, a
Verticityhear with relevant questions, comments and actions when being insect, spider, ladybird, bee, worm, caterpillar, ladybird, soil, leaf, frue, plant, flower, frue, spath, flower, 							• •		nose, a mouth and two
The sect of th					and activities in the	instructions to		society.	ears.).
Insect, spider, ladybird, bee, wasp, ant, beetle, fly, butterfly, worm, caterpillar, ladybird, soil, leaf, tree, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,read to and during whole class discussions and small group interaction.Set and work towards simple goals, being able to wait for what they want and control their immediate and ask questions to appropriate.Create own body percussion percussion patterns and sequences. Join in with longer sequences of body percussion adult. Describe body percussion sounds.real or fictional, using words such as 'first', 'then' with greater independence.past and now, drawing on their experiences and what has been read in class.movement or noises.The product of the		Key Vocabulary:	questions, comments	regulate their	setting. For example,	recreate a sound using	street next to Tesco.	Know some similarities and	Use drawing to
Pageladybird, bee, wasp, ant, beetle, fly, butterfly, worm, caterpillar, ladybird, soil, leaf, tree, plant, flower, fnuit, seed, cobweb, nest, hive, honey, predator,whole class discussions and small group interaction.simple goals, being able to wait for what they want and control they want and control their immediate appropriate.across a plank, depending on its length and width.percussion patterns and sequences. Join in with longer sequencesas 'first', 'then' with greater independence.experiences and what has been read in class.noises.Show difference interaction.Make comments about what they have heard and ask questions to clarify their understanding.simple goals, being able to wait for what they want and control their immediate appropriate.across a plank, depending on its length and width.percussion patterns and sequences. Join in with longer sequences of body percussion when shown by an adult. Describe body percussion sounds. Follow instructions to make body percussionas 'first', 'then' with greater independence.experiences and what has been read in class.noises.Sing the pitch sage, responding.Simple goals, being able to wait for what they want and control to what the teacher says, responding.across a plank, depending on its length and width.percussion patterns and sequences.as 'first', 'then' with greater independence.experiences and what has been read in class.noises.Sing the pitch says, responding.Sing the pitch says, responding.sould straight says, responding.percussion says, responding.		minibeast, bug,	and actions when being	behaviour accordingly.	they decide whether	an instrument. A3	Describe a sequence of events,	differences between things in the	represent ideas like
Vasp, ant, beetle, fly, butterfly, worm, caterpillar, ladybird, soil, leaf, tree, plant, flower, fnuit, seed, cobweb, nest, hive, honey, predator,and small group interaction.able to wait for what they want and control they want and control they want and control their immediate impulses when appropriate.able to wait for what they want and control their immediate impulses when around straightand sequences. Join in with longer sequences of body percussion when shown by an adult. Describe body percussion sounds.independence. Make comparisons between objects relating to size, length, weight and capacity more independently.read in class. Understand the past through sathes with more precision.Show differend in their drawin paintings, like sadness, fear sing the pitch says, respondingPage Displayand small group interaction.able to wait for what they want and control their immediate impulses when appropriate.depending on its length and width.and sequences. Join in with longer sequences of body percussion adult. Describe body percussion sounds.independence.read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion,Show differend in their drawin paintings, like sadness, fear sing the pitch make body percussionPage Displayand small group inter immediate environment using knowledge from observation, discussion,and sequences.independence.make body percussionPage Displayand sequestions to class and		insect, spider,	read to and during	Set and work towards	to crawl, walk or run	Create own body	real or fictional, using words such	past and now, drawing on their	movement or loud
Propertiesfly, butterfly, worm, caterpillar, ladybird, soil, leaf, free, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,interaction.they want and control they want and control their immediate impulses when appropriate.length and width. Further develop cutting skills by cutting around straightMake comparisons between of body percussion when shown by an adult. Describe body percussion sounds. Follow instructions to make body percussionMake comparisons between objects relating to size, length, weight and capacity more independently.Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion,in their drawin paintings, like sadness, fear sing the pitch sing the pitch says, respondingInteraction.In their drawin paintings, like sadness, fear sing the pitch sing the pitch says, responding		ladybird, bee,							
Vorm, caterpillar, ladybird, soil, leaf, tree, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,Make comments about their immediate impulses when appropriate.Heir immediate impulses when appropriate.Further develop cutting skills by cutting around straight shapes with more precision.of body percussion when shown by an adult. Describe body percussion sounds. Follow instructions to make body percussionsettings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion,paintings, like sadness, fear sing the pitch sung by anoth ('pitch match')			e .						Show different emotions
ProvideNote: Space<									in their drawings and
C g g gtree, plant, flower, fruit, seed, cobweb, nest, hive, honey, predator,and ask questions to clarify their understanding.appropriate. Give focused attention to what the teacher says, respondingaround straight shapes with more precision.adult. Describe body percussion sounds. Follow instructions to make body percussionindependently.class and storytelling. Describe their immediate environment using knowledge from observation, discussion,Sing the pitch sung by anoth ('pitch match')		· · · ·						U ,	paintings, like happiness,
fruit, seed, cobweb, nest, hive, honey, predator,		1 1 1 1			J . J		J		· · · · · · · · · · · · · · · · · · ·
	er				Ŭ		independentiy.	, 0	Sing the pitch of a tone sung by another person
	Ę						Reception:		
	nu		understanding.				Reception.	0 0	
	S	noncy, preudior,		- says, responding		make body percussion		non observation, discussion,	
(I PSED PD) $(I PSED PD)$ $I M HW FAD$			CL	PSED	PD	1	М	UW	EAD

 1							
prey, habitat,	Hold conversation when	appropriately even	Further develop pencil	sounds. A4 Enjoy	Doubling – do we understand	stories, non-fiction texts and	Sing the melodic shape
environment,	engaged in back-and-	when engaged in	control skills by	playing with rhyme	that double means 'twice as	maps.	(moving melody, such as
pollen, nectar,	forth exchanges with	activity, and show an	moving increasingly	and start to create	many'? Can we build doubles	Know some similarities and	up and down, down and
pollinate, wing,	their teacher and peers.	ability to follow	more towards a tripod	their own rhyming	using real objects? Can we use	differences between different	up) of familiar songs.
spring, summer,	Participate in small	instructions involving	grip with more	words. Can complete	mirrors and games to begin to	religious and cultural	
autumn, winter,	group, class and one-to-	several ideas or	confidence.	a short sentence with	see the symmetry in doubles?	communities in this country,	Reception:
season.	one discussions, offering	actions.		their own rhyme. Can	Can we say doubles as we build	drawing on their experiences and	ELG
	their own ideas, using	Be confident to try	Reception: P.E	also break words	them? Can we sort doubles/non-	what has been read in class.	Safely use and explore a
	recently introduced	new activities and	Team Games	down into syllables	doubles and explain why?	Explain some similarities and	variety of materials,
	vocabulary.	show independence,	Follow instructions,	and create their own		differences between life in this	tools and techniques,
	Offer explanations for	resilience and	remember rules, play	beat. A5 Begin to	Sharing and grouping – do we	country and life in other	experimenting with
	why things might	perseverance in the	fairly, show good	match and group sets	understand that to share fairly	countries, drawing on knowledge	colour, design, texture,
	happen, making use of	face of challenges.	sportsmanship and	of objects with the	there are the same number in	from stories, non-fiction texts	form and function.
	recently introduced	Explain the reasons	demonstrate focus	same initial sound.	each set? Can we recognise and	and – when appropriate – maps.	Share their creations,
	vocabulary from stories,	for rules, know right	and consideration	Enjoy playing with	make equal groups? Can we	Explore the natural world around	explaining the process
	non-fiction, rhymes and	from wrong and try to	when undertaking	alliteration, e.g.	notice when objects are left over	them, making observations and	they have used.
	poems when	behave accordingly.	previously learned	thinking of their own	when we share or group? Can we	drawing pictures of animals and	Make use of props and
	appropriate.	Manage their own	skills within a team	short alliterative	make suggestions on how to	plants.	materials when role
	Express their ideas and	basic hygiene and	game setting.	phrases 'big, bad, bat'	resolve this?	Know some similarities and	playing characters in
	feelings about their	personal needs,		or making up their		differences between the natural	narratives and stories.
	experiences using full	including dressing,	<u>ELG</u>	own words to create	Even and odd – do we	world around them and	Invent, adapt and
	sentences, including use	going to the toilet and	Negotiate space and	an alliterative phrase	understand that some quantities	contrasting environments,	recount narratives and
	of past, present and	understanding the	obstacles safely, with	'dangry dog.' A6 Speak	will share equally into two	drawing on their experiences and	stories with peers and
	future tenses and	importance of healthy	consideration for	clearly and are able to	groups and some will not? Do we	what has been read in class.	their teacher.
	making use of	food choices.	themselves and	talk about, describe	notice that some quantities will	Understand some important	Sing a range of well-
	conjunctions, with	Work and play	others.	and compare different	be grouped into pairs and some	processes and changes in the	known nursery rhymes
	modelling and support	cooperatively and take		voice sounds. Enjoy	will have some left over? Can we	natural world around them,	and songs; Perform
	from their teacher.	turns with others.	Demonstrate strength,	creating their own	notice the odd and even	including the seasons and	songs, rhymes, poems
		Form positive	balance and	ideas for voices of	structure of number shapes and	changing states of matter.	and stories with others,
		attachments to adults	coordination when	different characters in	by building pair-wise patterns of		and – when appropriate
		and friendships with	playing.	their activities and	10 frames?	<u>Minibeasts</u>	 – try to move in time
		peers.		play and also imitate		Learn names and simple facts	with music.
		Show sensitivity to	Move energetically,	the voices of	Spatial reasoning 3 – replicate	about key minibeasts we find in	
		their own and to	such as running,	characters. A7 Able to	constructions, models, real	our local environment (spiders,	Music Charanga –
		others' needs.	jumping, dancing,	segment CVC and VC	places, places from stories.	bees, butterflies, caterpillars,	Reflect, Rewind and
			hopping, skipping and	words into phonemes,	Prompt to use positional	millipedes, ladybirds),	Replay – Revise and
			climbing.	e.g. by robot-talking a	language. Can we visualise simple	Go on bug hunts and	consolidate previous
				word back to an adult.	models by playing barrier games	demonstrate our understanding	musical activities that
			Hold a pencil	Start to blend the	and follow verbal instructions as	of how to handle living things	embed pulse rhythm
			effectively in	phonemes of longer	we build?	with care.	and pitch, explore voices
			preparation for fluent	words and identify		Learn about and investigate	and classroom
			writing – using the	how many phonemes	Digging deeper – can we explain	habitats preferred by each type	instruments.
			tripod grip in almost	are in a CVC or VC	which models we like best and	of minibeasts and think about	
			all cases.	word, e.g. counting	why? Can we use pictures to	the reasons why.	Reception Glockenspiel
				the 3 phonemes in	recreate a model? Which pieces	Recap previous work on looking	Challenge – Revise
			Use a range of small	'mop.'	do we need? How many pieces	after the planet and learn about	previous.
			tools, including	'Sound of the Week'	will we need? Are there any	the importance of minibeasts to	
			scissors, paint brushes	challenge.	pieces hidden? Can we compare	the health of our planet.	
			and cutlery.		our models to the pictures? Is		
	CL	PSED	PD	L	Μ	UW	EAD

				Reception:	there anything else we need to	R.E Jack in the Box Big Bible	
			Begin to show	ELG	add? Can we make a different	Stories Volume 2	
			accuracy and care	Demonstrate	model with the same pieces? Do	Living God's Way: The Fruit of	
			when drawing.	understanding of what	same colour models make this	the Spirit.	
			inter a anna.	has been read to them	task easier or harder?	7.Jack and the lost lunchbox –	
				by retelling stories and		the Fruit of Kindness	
				narratives using their	Deepening understanding - see	(compassion).	
				own words and	extended problem-solving	8.Jack and the ball – the Fruit of	
				recently introduced	scenarios in WRM document.	Goodness.	
				vocabulary.	Can we discuss possible starting	9. Jack and Josh – the Fruit of	
				Anticipate, where	points to solve the problem? Can	Faithfulness (friendship).	
					we make adaptations as we go	10.Jack to the rescue – the Fruit	
				appropriate, key events in stories.		of Gentleness.	
				Use and understand	along? Can we review and	11. Jack and the cars – the Fruit	
					discuss our strategies – which		
				recently introduced	were the most successful/which	of Self-Control.	
				vocabulary during	did not work and why?	12.The Fruit of the Spirit 2.	
				discussions about	B		
				stories, non-fiction,	Patterns and relationships – can	<u>Seasons</u>	
				rhymes and poems	we investigate relationships	Searching for signs of summer,	
				and during role-play.	between numbers and shapes.	using our senses to investigate,	
				Say a sound for each	Can we create a widening range	sort and create with them.	
				letter in the alphabet	of symmetrical constructions and	Describing and explaining them	
				and at least 10	repeating patterns, including	with challenge and support	
				digraphs.	ABBC? Can we notice patterns in	through questioning and	
				Read words consistent	stories from a range of cultures?	prompting according to ability.	
				with their phonic		Look carefully at the emerging	
				knowledge by sound-	Spatial reasoning 4 – do we	wildlife, including frogs and	
				blending.	understand that we can make	butterflies and look closely at	
				Read aloud simple	maps and plans to represent	their life cycles.	
				sentences and books	places and use these to see		
				that are consistent	where things are in relation to	Forest School	
				with their phonic	other things? Can we look at	Recap Forest School rules prior to	
				knowledge, including	maps and explain what we see?	entering the forest.	
				some common	Where would we put certain		
				exception words.	things on a map of our		
				Write recognisable	classroom? Can we create our	Survival Skills – Building Shelters	
				letters, most of which	own maps to represent models,	Throughout history humans have	
				are correctly formed.	familiar places and places in	made shelters to meet their basic	
				Spell words by	stories?	needs, and even today children	
				identifying sounds in		still have a natural instinct to	
				them and		build them, starting with dens at	
				representing the	ELG	home made from chairs, sheets	
				sounds with a letter or	Have a deep understanding of	and pillows.	
				letters.	number to 10, including the	Today teams can choose which	
				Write simple phrases	composition of each number.	resources they would like to	
				and sentences that	Subitise (recognise quantities	make their shelter out of. They	
				are phonetically	without counting) up to 5.	must try to make them strong to	
				plausible and can be	Automatically recall (without	withstand the weather, including	
				read by others.	reference to rhymes, counting or	being waterproof (we will test	
I					, : u		
	CL	PSED	PD	L	Μ	UW	EAD

		asses pract prior to er for Y Cons learr and s use t inde prod creat child Utilis skills of th choo their	g gaps following essments and ictise and revisit or learning in order ensure readiness Year 1. Insolidate previously rned knowledge d skills and begin to e these with greater ependence to oduce longer and ative texts of the Id's choosing. Lise knowledge and Is to explore texts the children's posing to develop ir enthusiasm for ding a variety of	other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 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.	this once they are built). Adults to support in the children's choice (tarpaulin and ropes or large sticks). But Reception are to be encouraged to undertake challenges in regard to measuring, tying, lifting and problem solving as independently as possible. Nursery to be challenged in regard to the resourcing of materials (longer/wider stick etc.) Gardening Observing the garden and showing knowledge and understanding of how to look after it , by completing routine tasks and relying less on adult support (weeding, watering, harvesting, sweeping, raking and planting).	
--	--	--	---	--	---	--

L

Μ

EAD