

T-RF Early Years Curriculum and Progression Document.





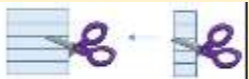



	AUTUMN		Spring		Summer	
<p>These themes may be adapted at various points to allow for children's interests</p> <p style="text-align: center;">F1</p>	<p>Rhyme time</p>	<p>Let's celebrate</p>	<p>People who help us</p>	<p>You can't catch me/Traditional tales</p>	<p>Changes/growing</p>	<p>Our wonderful world</p>
<p>Possible lines of enquiry</p> <p style="text-align: center;">F1</p>	<p>Books Nursery rhymes and books about families</p> <p>All about me My family How I've changed since I was a baby Settling into nursery Looking after ourselves It's good to be different.</p>	<p>Books It's my birthday Meg and Mog</p> <p>Autumn and seasonal changes Celebrations: Halloween Bonfire night Remembrance day Children in need Diwali Advent Birthdays Christmas</p>	<p>Books A superhero like you Percy the park keeper</p> <p>People who help us in our community Where do I live? Transport –journeys in the local community Weather and clothing- Ice and snow-experiments</p>	<p>Books The Gingerbread man Goldilocks and the 3 bears</p> <p>Traditional tales-make believe Library visits Repeated refrains Characters and sequencing Order and routines Size and order</p>	<p>Books The Very Hungry Caterpillar Kipper's beanstalk</p> <p>Plants and flowers Life cycles of a butterfly Mini beasts and where they live Looking after our environment Forest schools Weather and seasons</p>	<p>Books Handa's surprise Walking through the jungle</p> <p>Where do we live in the world? Animals and their habitat Animals and their patterns Weather in different countries. Transition into school</p>
<p>These themes may be adapted at various points to allow for children's interests</p> <p style="text-align: center;">F2</p>	<p>Super Star Me</p>	<p>Families and Communities</p>	<p>Once upon a time Down on the farm</p>	<p>A rumble in the jungle</p>	<p>Pond life</p>	<p>Where in the world shall we go?</p>
<p>Possible lines of enquiry</p> <p style="text-align: center;">F2</p>	<p>Books: So Much (Cycle 1)</p> <p>All about me Babies and families How I've changed from a baby to now My past Settling into school It's good to be different</p>	<p>Books: Stickman (Cycle 1) Families and Celebrations Changing of the Seasons Different environments -the park, river and the seaside Journeys in our local environment Bonfire Night Remembrance Day Diwali</p>	<p>Books: 3 Little Pigs (Cycle 1)</p> <p>Traditional Tales Farm Animals The homes in our community Materials</p>	<p>Books: Leopards Drum (Cycle 1)</p> <p>Traditional tales from around the world Animal Patterns African Animals</p>	<p>Books: Bog Baby (Cycle 1)</p> <p>The Great Outdoors A walk in the woods Life in the Pond Growing and Lifecycles Naming plants and flowers Weather and seasons Planting sunflowers</p>	<p>Books: The Snail and the Whale (Cycle 1) Billy's Bucket (Cycle 2) Sea life habitats Making maps Journeys and transport Comparing different environments</p>

	AUTUMN		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You Can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
CL F1 steps of progress	<ul style="list-style-type: none"> Look at an adult when they are talking to me. Sit and listen to a short story (5 mins) Can retain attention during a short adult input time. Copy simple actions when singing a nursery rhyme. Can join in with familiar nursery rhymes Can follow and understand a simple instruction e.g. wash your hands Can use non-verbal language and some words to communicate needs. 	<ul style="list-style-type: none"> Retain attention for a longer period of adult input time. Enjoys listening to longer stories Can sing a variety of nursery rhymes now Can understand and follow 2 part instructions: Get your coat and wait at the door. Can understand action words by pointing to the right picture in a book: whose jumping? Can speak in sentences linking 5 words together Use pronouns me Respond to questions who and what. Follow the school behaviour system without prompts. Respond to a peer using words 	<ul style="list-style-type: none"> Can show understanding of simple questions, what, where & who Can sing a large repertoire of songs with actions Can talk about a familiar book and retell parts of it to the adult Is using longer sentences of 4-6 word Can initiate a conversation with a friend Beginning to show they can carry on a conversation taking turns 	<ul style="list-style-type: none"> Can make relevant comments in class discussions Talks about a familiar book with confidence Showing they can continue a conversation with a friend Can understand and answer, what, where & who questions Can sing a range of familiar songs confidently Is using longer sentences with increased vocabulary 	<ul style="list-style-type: none"> Speak about themselves in the first person Uses some plurals and tenses correctly Can now answer why questions Can follow instructions quickly and confidently Answers simple questions about what has happened in a story or about what they notice Confidently using new vocabulary 	<ul style="list-style-type: none"> Starting to use the word because to explain Uses talk to organise themselves or their play "let's get on a bus, you sit there.....I'll drive the bus" Can ask questions Engages in a short conversation with adults and peers about something that is directly relevant to them Is understood by an adult Confidently using new vocabulary in the right context
How?	<p>Form positive relationships with new children Gradually increase the length of stories and adult input sessions Introduce school behaviour system and be consistent in your approach Daily singing and rhymes-sent home to consolidate learning Singing register Daily story Quality texts to deliver literacy inputs Playing alongside the children to develop language Use visual clues to support instructions. Use visuals during teaching sessions to aid understanding and make connections. Phase 1 phonics activities-tuning into sounds</p>		<p>Lots of opportunities to develop their speaking and language skills through: Language games & interventions talk partners strategic questioning during adult inputs singing register Daily singing and rhymes-sent home to consolidate learning Quality daily story Quality texts to develop language and questioning skills Visuals to support understanding and make connections Opportunities within the classroom to develop their own narratives Phase 1 phonics activities-tuning into and using sounds</p>		<p>Lots of what, where, why, and how questions linked to themes and topics. Model the art of conversation within play Quality daily story Talk partners Language interventions Daily singing and rhymes-sent home to consolidate learning Model the use of because in different situations Strategic questioning during adult inputs. Opportunities within the classroom to develop their own narratives Phase 1 phonics-recognising letters & blending skills</p>	

	AUTUMN		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
CL F2 steps of progress	<ul style="list-style-type: none"> • Talk about themselves in the first person • Can answer simple questions about themselves • Follows rules and instructions; including 2 step instructions • Listens attentively to stories • Using learnt vocabulary during hands on experiences • Asks simple functional questions: what/where e.g. where is my peg • Contributes relevant comments in discussions • Confidently answers the register, makes choice for lunches and asks for help • Joins in with weekly singing session and shows enjoyment • Engages with and can talk about familiar books, fiction and non-fiction, during carpet times • Engages in short conversations with adults and peers about something relevant to them 	<ul style="list-style-type: none"> • Follows listening rules and can talk about what they have been told • Using learnt vocabulary in discussions • Asks a range of questions linked to learning focus • Uses talk to communicate needs, news, feelings and ideas. • Speaks confidently in sentences connecting 2 ideas • Tell others about experiences outside of school e.g. Bonfire Night, Diwali, birthdays, Christmas • Uses manners e.g. please, thank-you, excuse me • Listens to stories and can recall the main events • Accurately sings songs and rhymes we have learnt this term • Engages with books during provision • Can briefly describe how they carried out an activity or made a mode • Can speak in sentences of 4-6 words • Can use the word 'because' 	<ul style="list-style-type: none"> • Ask functional who/when/why questions e.g. why is outside closed? • Discusses new vocabulary from our key text during focused times • Can recall an experience in sequence adding details or answering others questions • Enjoys being part of conversations and discussions and use new vocabulary in context • Can organise thinking and play using talk • Talk about how things work • Uses a story map to retell a familiar story • Makes predictions about what will happen 	<ul style="list-style-type: none"> • Can switch attention from one task to another • Accurately sings/recites poems, rhymes and songs we have learnt this term • Asks who/when/why questions to find out more. • Uses new vocabulary in different contexts • Can solve problems with peers using talk • Adapts story map to retell a familiar story • Looks at non-fiction books linked to learning and can talk about their knowledge • Can listen to whole school collective worship and recall some of the themes and comments at a later stage. 	<ul style="list-style-type: none"> • Listens attentively during whole class inputs • Contributes to group discussions with their own ideas • Holds structured conversations in a small group with an adult • Can talk about new vocabulary and what it means • Talks about why things happen • Can correct use of tense when modelled by a teacher • Is beginning to use tense correctly when discussion past/present/future events 	<ul style="list-style-type: none"> • Listens attentively outside the classroom environment e.g. visitors, assembly • Contributes to whole class discussions expressing their views/feelings • Make comments about what they have heard and ask questions to clarify their understanding • Holds conversations with peers during play • New vocabulary and knowledge of books and rhymes are evident in small group and whole class discussions • Can offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems
How?	Display listening rules and refer to them during carpet times Circle times to share experiences outside school e.g. Bonfire Night, Christmas Daily story time – book of the week Non-fiction books carefully planned to cover festivals in Autumn Non-fiction books available in provision Universal: Listening and Attention, Signs and Symbols, Visual Timetable Targeted: SAL (F2)		Investigation station- opportunities to talk about materials similarities and differences Forest school – opportunities to talk about processes Non-fiction books studied and in provision Use of Talk for Writing – story maps and storytelling actions Universal: Listening and Attention, signs and Symbols, Visual Timetable Targeted: SAL (F2)		Opportunities for class discussions and circle time Planned experiences outside of carpet times with familiar adults e.g. pantomimes, visitors, assemblies New vocabulary displayed Forest school – opportunities to talk about processes Floor books used to recall past experiences Universal: Listening and Attention, Signs and Symbols, Visual Timetable Targeted: SAL (F2)	

	AUTUMN		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You Can't catch me/Traditional tales	Changes/Growing	Our Wonderful World
PSED F1 steps of progress	<ul style="list-style-type: none"> • Can settle into the nursery and say goodbye to my family. • Understand stop and no • Begin to follow the nursery rules • Wash and dry own hands • Go to the toilet with limited supervision • Can express to an adult in words or actions how I'm feeling • Finds own coat peg • Can name adults in the room • Can choose my own activities with little support • Notices other children around them 	<ul style="list-style-type: none"> • Can start to play alongside other children, sharing and taking turns without an adults help • I can begin to put on my own coat • Go to the toilet independently • Wash and dry my hands before eating my snack • Put own straw in milk carton • Peel fruit independently • Mostly follows the school behaviour rules • Can express how I'm feeling using words • Beginning to show confidence in a new social situation. • Can begin to tidy away and take care of resources. 	<ul style="list-style-type: none"> • More confident with unfamiliar people • Follow the school behaviour rules consistently • Puts own coat on • Is beginning to share and take turns without an adult now • Can tidy away and take care of resources • Can eat their snack independently • Can begin to make friends with another child 	<ul style="list-style-type: none"> • Can play with a bigger group of children • Can share and take turns more confidently • Knows why class rules are important • Helps others to make the right decisions • Start to understand other people's feelings • Can now fasten their own coat 	<ul style="list-style-type: none"> • Beginning to make relationships by playing alongside and sharing resources cooperatively • Can initiate a conversation with another child • Reliably follows school rules • Starting to talk about feelings in simple terms • Able to concentrate for a longer period of time now 	<ul style="list-style-type: none"> • Will confidently talk with adults in the class • Starting to find solutions to conflicts and disagreements. Eg not everyone can be the same character in a game • Can extend their play ideas in a group • Be assertive towards others if necessary • Able to concentrate in a group situation and participate when prompted. • Can talk about feelings with more confidence
How?	<p>Well planned transition weeks. Building positive relationships with adults in the setting Well planned and labelled environment Quality modelling of play and use of resources. Model green behaviour and be consistent in your approach to dealing with negative behaviour Photographs of classmates to teach peer's names Visual timetable. Songs about routines and scenarios-here we go round the mulberry bush/days of the week. Class mascot to take care of Kindness awards to promote acts of kindness Stickers and star of the week awards for positive behaviour and contributions. Friendship buddies</p>		<p>Start to extend adult input sessions Building positive relationships with adults in the setting (new starters) Consistent approach with school behaviour system Quality play opportunities to engage their interests Commenting on good sharing and turn taking Tidy up music and jobs of the week/term Develop strategies for fastening their coat independently Class mascot to take care of Kindness awards to promote acts of kindness Stickers and star of the week awards for positive behaviour and contributions. Friendship buddies</p>		<p>Extend adult input sessions Consistent approach with school behaviour system Quality play opportunities to engage their interests prompting the use of new vocabulary Class mascot to take care of Kindness awards to promote acts of kindness Stickers and star of the week awards for positive behaviour and contributions. Friendship buddies Feelings symbols on display to prompt discussions Older children to take more responsibility of classroom and daily jobs Forest school sessions</p>	



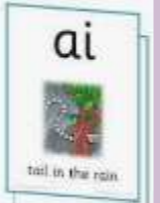


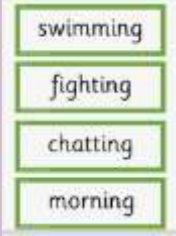
	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
PSED F2 steps of progress	<ul style="list-style-type: none"> Knows they are part of F2 Knows what colour group they are in Talks about themselves Talks about likes/dislikes Is respectful to adults Can talk about how they feel and why Will attempt something independently when prompted Shares resources with others sometimes with help from an adult Learns to line up to transition between activities Uses cutlery to eat with support and modelling Washes hands after toilet Toilets self independently Understands and follows behaviour system (Green behaviour, first/second reminder and red thinking chair) Can choose it, use it and put it away with support Initiates interactions with other children Can start to find solutions to conflicts and rivalries independently 	<ul style="list-style-type: none"> Knows they are different to other people Plays with a wider range of children Speaks to others kindly Can talk about the needs and feelings of others and respond appropriately Will try something first before asking for help even if it is challenging Can to use words to sort out a problem before seeking help or using actions Uses cutlery independently to eat their dinner (with help to cut up food) Follows rules and uses equipment safely Shares some knowledge of healthy foods Can Choose it, use it and put it away independently most of the time Understands their needs cannot always be immediately met Zips coat up with a little support Can wait to be chosen before calling/shouting out 	<ul style="list-style-type: none"> Will attempt a new activity or challenge Shows pride in their achievements and enjoys adult praise Can calm down quickly after being upset Can cut up softer food with cutlery Knows the importance of exercise to keep fit, can name some forms of exercise Know how important sleep is and how being tired makes you feel Follows class rules with little support Will play in a group of children and is beginning to compromise Considers other's feeling before saying/doing Zips/fastens coat independently Discusses how to stay safe online Explains how to keep safe near a road 	<ul style="list-style-type: none"> Shows resilience and tries multiple times to achieve something despite challenges (with encouragement) Can regulate emotions when solving a problem with friends Makes decisions to gain praise Cuts up most food with cutlery and eat with minimal spillage Follows the class rules independently and can talk about their importance Plays in a group of children and can compromise and co-operate Listens to others feelings and wishes and will sometimes put others first Happily waits for their turn with a short delay Changes for forest school with some support Persevere with fastenings on coats and clothes and collects their possessions for home time 	<ul style="list-style-type: none"> Manages their emotions in different situations independently. Knows right from wrong and behaves accordingly Can wait for what they want and control their immediate impulses, in a range of situations Explains what they are trying to achieve Listens to what the teacher says and responds appropriately Keeps calm and tries again when they find something tricky Explain our school rules to others Changes for forest school independently Can start to manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices Works as a team to achieve a goal, listening to friends Has certain friends they return to play with but will happily play with others 	<ul style="list-style-type: none"> Is happy and calm most of the time and can self-regulate when needed Shows care and concern for others Listens to what the teacher says, responds appropriately even when engaged in an activity. Can follows more complex instructions Perseveres with a challenge until it is achieved Can talk about our rules and why we have rules Changes clothes for different weathers and look after belongings Can manage hygiene needs independently Talks about how to stay healthy and safe Plays cooperatively with peers, listening and responding to ideas A warm response is evident towards peers and familiar adults
How?	<p>Well planned transition weeks</p> <p>Clear and modelled rules and routines</p> <p>Tidy up music used consistently and rewards given for participation</p> <p>All about me topic: opportunities to talk about family, likes/dislikes, how to keep healthy and safe</p> <p>Learning about other cultures and communities</p> <p>Use of Jigsaw – stories around starting school, worries, separation</p> <p>Adults modelling use of cutlery at lunchtime</p>		<p>Safer Internet Day 7th February 2023</p> <p>Internet safety week</p> <p>Forest school sessions</p> <p>Modelling how to compromise and solve problems using words</p>		<p>Encouraging children to set goals and targets</p> <p>Quality provision provides opportunities for collaborative play</p> <p>Adults modelling collaborative play during free flow</p> <p>Carpet and listening rules</p> <p>Provide opportunity for collaboration during carpet times</p> <p>Forest school</p>	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
PD F1 steps for progress	<ul style="list-style-type: none"> Hold glue stick in one hand and use to create a sticky picture Know how to wind the glue stick and apply lid. Hold paintbrush and explore making large strokes Fix together 2 or 3 block of Duplo/stickle bricks I can mark make using writing tools on a large scale Climb stairs/apparatus using alternate feet Joins in with some actions when singing rhymes Walk with control and coordination Pours sand from one container to another with some control Throw a large ball Can move to a simple action –hopping, skipping etc. 	<ul style="list-style-type: none"> Hold scissors in one hand and make snips in paper Build a tower of Duplo/stickle bricks and be able to take apart Transitioning beyond a palmer grip when mark making Able to zip up a coat when the zip is engaged Able to feed myself using a fork Copy and perform actions with some coordination when learning a dance routine Run, jump and hop with control and coordination Throw and catch a large ball Carry and move large equipment with support from an adult Pours water from one container to another with some control 	<ul style="list-style-type: none"> Copy how resources are used at the creation station and workshop Uses a knife and fork to cut up dough Mark making freely using both hands using pencils, felt tips, chalk or paint Uses a glue stick, paintbrush and runny glue with some control Puts coat on using strategies taught Hop on one leg Can move on scooters or balance bikes with some wobbling Developing balance travelling on a bench Can climb up stairs or apparatus using alternate feet Carry and move large equipment with support from a peer 	<ul style="list-style-type: none"> Choose from a small selection of resources what is needed for my plan e.g. sticking boxes together Use a knife and fork to cut up soft food with support Showing preference for a dominant hand Uses scissors to make snips in paper with control Attempts to zip up coat before asking for help Begins to skip Developing balance travelling on the balance beam Travels in different ways across a bench Demonstrates ball skills in a simple game Can remember a sequence of movements which are related to music and rhythm 	<ul style="list-style-type: none"> Manipulates dough using rolling pins, cutters and scissors Draws with some control using a comfortable pencil grip Joins in physical team activities and begins to understand the rules Changes shoes for wellies in forest school. Follows a repetitive dance sequence when singing a familiar song e.g. heads, shoulders, knees and toes Choose from options to decide how to move Moves confidently on scooters and balance bikes Demonstrates hand eye coordination when rolling, throwing and catching in a focused PE session Makes wide and tall shapes with body 	<ul style="list-style-type: none"> Able to use Sellotape dispenser Uses pipettes in water Draws and makes marks for writing with some control using a comfortable pencil grip Replicates physical team activities with peers Gaining independence when changing clothes for Forest School Repeats familiar repetitive dance sequences independently Moves appropriately for a task Balances along a bench that is elevated Demonstrates hand eye coordination when playing with a ball in provision Stands on one leg for a short amount of time
How?	<p>Squiggle while you Wiggle Dough gym Fine motor activities-cutting, threading, tweezers etc. Guided Drawing – drawing me, drawing my family, Colouring Chalks Painting-brushes and fingers Investigation area-switches, buttons, knobs & levers Model pencil grip Small construction on offer in provision Bikes and scooters Climbing frame with steps and climbing wall Mini movers-dance routines, yoga and co-ordinated activities Tummy writing with large paper and mark making resources Tracing name using little Wandle formation rhymes-Autumn 2</p> <p>Weekly PE focus: travelling and moving/dance</p>   	<p>Squiggle whilst you wiggle/ Dough gym Tracing Name Copying Letters from Name Mastering pencil grip Using different pens/pencils Writing in sand Using paintbrushes Knives and Forks Scissor skills Lego Peg Boards Elastic bands Guided drawing - Drawing transport, Drawing characters from stories Making marks for a purpose: tickets, shopping lists, maps, badges, drawing characters from tales Wheeled toys day Mini movers-dance routines, yoga and co-ordinated activities Number writing using formation rhymes 4 & 5</p> <p>Weekly PE Focus: Apparatus & gymnastics Showing good control moving across, up and down steps, ladders, benches and A frames with control. Learning to jump correctly from an A frame</p>   	<p>Squiggle Whilst you Wiggle Environment enables using tools: Spades, jugs, knives and forks, scissors, paintbrushes, Sellotape, pipettes Name writing Introduce letters from Little Wandle scheme Recognise Letters by introducing formation rhymes Lego Peg Boards Elastic Bands Mastering correct Pencil grip Making marks for a purpose: Making passports, Plant labels. Guided Drawing: observational drawing of plants and animals Wheeled toys day Mini movers-dance routines, yoga and co-ordinated activities Number writing using formation rhymes 4 & 5</p> <p>PE Focus: Team Games/preparing for sports day</p>  			

	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
PD F2 steps for progress	<ul style="list-style-type: none"> • Able to walk, jump, roll, crawl, run and climb. • Sits on the floor with a good posture. • Uses pencils and paintbrushes with some control • Shows strength, coordination and balance when negotiating equipment and people • Can use trikes or balance bikes confidently • Can begin to use a tripod grip • Forms some letters from name correctly • Lines up for transition times • Use scissors to make snips and straight lines 	<ul style="list-style-type: none"> • Able to hop, skip, slide and jump • Combines different movements when performing dances for performance • Uses cutlery to cut up some foods • Hold scissors correctly and use them to follow a curved line • Safely uses large and small apparatus when playing outside in provision. • Moves with coordination and agility. • Shows some coordination with catching a ball • Forms some letters correctly • Forms some numbers correctly • Beginning to manage needs at lunchtime 	<ul style="list-style-type: none"> • Uses pencils, paintbrushes, scissors and cutlery safely • Can use a tripod grip in almost all cases • Travels across and climbs onto equipment confidently, demonstrating balance. • Moves at speed and avoids obstacles • Sits on a chair at a table with a good seated posture • Finds a safe space in PE without support • Confidently engages in other activities which involve a ball 	<ul style="list-style-type: none"> • Uses pencils and paintbrushes to ensure their pictures are completed to the best of their ability • Uses scissors and cutlery competently and confidently. • Follows Little Wandle letter formation in order to write letters accurately. • Form numbers correctly • Jumps off equipment with control • Rolls with control • Moves with increasing fluency, coordination and grace when following a sequence of moves • Can throw, kick, catch and pass a large ball 	<ul style="list-style-type: none"> • Holds a pencil effectively using a comfortable grip and the correct pressure • Uses a range of one handed small tools effectively • Draws identifiable pictures • Negotiates space avoiding obstacles • Moves energetically – running, hopping, skipping, dancing and climbing • Can confidently kick, catch and throw using a ball 	<ul style="list-style-type: none"> • Holds a pencil effectively and can form most letters correctly • Uses cutlery, scissors and paintbrushes for a variety of activities • Draws with accuracy and care, including details • Negotiates space avoiding moving objects or people • Demonstrates strength, balance and coordination when playing • Can pass, bat and aim using a ball
How?	Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Cards, Lists for Santa, Labels for people, places and presents, Bike ability Sessions in Autumn 1 PE Focus: Listening Games, Dance Listening games: Traffic lights, Bean games, Stuck in the mud Warm up activities: Jumping, hopping, skipping, running, crawling Learning set moves Learning a sequence of moves		Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Maps, signs for community, Shopping lists, Story maps, Writing captions, Recipes, Warning posters, Instructions, Thankyou cards PE Focus: Gymnastics and large apparatus Rolling Balancing Climbing Jumping Introducing gymnastic large apparatus and how to safely put equipment away Noticing effect of activity on our body		Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Non-fiction writing, Diagram labelling, Map labelling, Instructions, flip-flap books, story maps, PE Focus: Ball skills, Multi-skills, Team Games Ball skills: throwing, catching, kicking, passing, batting, aiming Ball games: Football, Basketball, Sports Day – Practising Good sportsmanship Noticing effect of activity on our body	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
Phonics F1 Wandle Progression of sounds		s a t p i n snake astronaut tiger penguin iguana net	m d g o c k e mouse duck goat octopus cat kite elephant	u r h b f l j umbrella rainbow helicopter bear flamingo lollipop jellyfish	v w y z q u c h volcano wave yo-yo zebra queen cherries	ck x sh th ng nk sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
Phonemic awareness focus		Teach children to hear the same initial sound for words and names of objects. Play : Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. Play : What's in the box? – with objects that start with different sounds For each new sound play: • What's in the box?*	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Play : Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*	Teach children to identify initial sounds of words and objects Play : Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*	Teach children to identify the final sounds of words and objects. Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words
Oral blending focus		Teach children to blend CVC words using oral blending and objects Play For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.	Teach children to blend a wider range of CVC words using oral blending. Play Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.	Teach children to blend a wider range of words using oral blending. Play • Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Pause before you blend the words – and see if children can jump in and blend the words.	Teach children to blend a wider range of words using oral blending. Play • Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.	Teach children to blend a wide range of words using oral blending when playing: Play Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blen
Suggested words for Blend from the box*		Blend from the box words: s: s-o-ck s-u-n s-oa-p s-a-ck a-n-t t: t-ee-th t-i-n t-a-p t-o-p p: p-e-n p-e-g p-i-n p-a-n n: n-e-t n-oa-z (nose) n-e-ck n-u-t	Blend from the box words: m: m-oo-n m-ou-se m-a-p m-a-n d: d-o-g d-u-ck d-o-ll d-e-n g: g-oa-t g-ai-t (gate) g-oo-se g-ir-l c/k: c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t e: e-gg	Blend from the box words: r: r-a-t r-e-d r-oa-d r-i-ng h: h-a-t h-ou-se h-or-se h-ea-d b: b-oo-k b-u-s b-ir-d b-a-g f: f-i-sh f-a-n f-oo-t f-ar-m l: l-ea-f l-i-d l-o-ck l-o-g j: j-a-m j-u-g j-e-t j-ee-p	Blend from the box words: v: v-a-n v-e-t w: w-i-g w-e-b w-ai-v (wave) y: y-a-p [dog] z: z-i-p z-oo qu: qu-ee-n qu-a-ck [duck] qu-i-ck [action] ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action]	Blend from the box words: ck: s-o-ck d-u-ck n-e-ck r-o-ck X: f-o-x b-o-x w-a-x s-i-x sh: sh-e-ll sh-ir-t sh-o-p sh-e-d th: th-u-mb t-ee-th m-o-th, th-i-gh ng: r-i-ng w-i-ng k-i-ng nk: p-i-nk t-a-nk w-i-nk s-i-nk
Oral blending Never use grapheme cards/words		Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p	Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n	Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g	Words with sounds the children know: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz	Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x
Recognising their name		Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
Literacy F1 steps for progress	<ul style="list-style-type: none"> • Copy simple actions when singing a nursery rhyme • Notices name on peg and name template • Joins in with singing the register. • Match, copy and name environmental sounds. • Mark makes with a variety of tools • Enjoys sharing books with an adult 	<ul style="list-style-type: none"> • Sing most words of 1 nursery rhyme. • Notices print in books and signs/symbols in environment • Repeats words or captions from familiar stories in play • Respond to a peer or adult with words when looking at a story. • Uses body to make different sounds • Claps and counts syllables in name • Gives meaning to drawing • Beginning to give meaning to marks • Writes first letter of name. • Tracing their name • Copy sound talk actions • Tuning into sounds especially initial sounds-their name/animal names 	<ul style="list-style-type: none"> • Enjoys looking at books independently in the reading area • Points from left to right when reading visual timetable • Names front cover of a book. • Names instruments • Joins in with a rhythm • Talk and respond for a few turns in a simple conversation during a focused Story time • Tuning into initial sounds-children's names, animals with more confidence • Give meaning to the marks made 	<ul style="list-style-type: none"> • Tracks print in books from left to right • Recognises rhyme and starts to use it in play or singing opportunities • Uses new vocabulary • Copies some recognisable letters from first name • Gives more meaning to marks for writing • Shows understanding of story structures • Counts and claps out syllables in words 	<ul style="list-style-type: none"> • Turns pages from the beginning of a book when reading independently • Hears first sound in words • Says words that have the same initial sound • Forms some recognisable letters from names using name card • Enjoys listening to stories and joins in with repeated refrains • Can sing a variety of familiar songs now • Uses pictures to tell you something about a story 	<ul style="list-style-type: none"> • Orally blends simple words and match it to a picture • To recognise the sounds each letter makes • Talk about familiar books in provision • Use vocabulary from the theme /topic we have learnt • Write some or all first name without name card • Independent mark making shows some knowledge of emerging writing • Can easily discriminate between sounds when playing listening games. • Knows that print carries meaning and how to handle books correctly
How?	Rhyme of the week-links sent home for continuity Quality texts Name recognition First letter tracing and name tracing (Autumn 2) Mark making using paintbrushes and water, pens, chalks, pens taped to small world characters Fine motor activities Guided drawing High quality mark making opportunities Squiggle While You Wiggle Dough gym Tummy writing with large paper inviting book area for sharing books phase 1 phonics Little Wandle-tuning into sounds		Name tracing Writing initial letters from their name on their work Fine motor activities Rhyming soup Squiggle while you wiggle Dough gym Shared writing in meaningful contexts Focused drawing in meaningful contexts High quality mark making opportunities Quality texts with engaging stories Phase 1 phonics Singing, rhymes and introducing syllables in games Language games and interventions		Name copying Independent name writing Kim's game (alliteration) Dough gym Rhyme of the week Quality texts with engaging stories Fine motor activities Shared writing in meaningful contexts Squiggle While You Wiggle Focused drawing in meaningful contexts Phase 1 phonics-recognising letters and blending Language games and interventions	

	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
Phonics F2	Phase 2 	Phase 2 	Phase 3 	Phase 3 	Phase 4 	Application of phase 3 and 4 
Literacy F2 steps for progress	<ul style="list-style-type: none"> Hears initial sound consistently Can write some recognisable sounds including those in their own name Beginning to orally blend and segment Reads 'speedy sounds' in line with phonics program Points 1:1 to words when reading phonics reading book Can copy and rehearse dictated word or phrase 	<ul style="list-style-type: none"> Reads all phase 2 graphemes Recognise first 8 phase 3 GPCs Blends CVC words using known GPCs Segments CVC words to write Reads phase 2 'tricky words' in line with phonics program Reads phonics reading book using blending as their first strategy Writes first name accurately Can say what they want to write and orally rehearse it 	<ul style="list-style-type: none"> Continues to learn graphemes in phase 3 Reads simple words containing phase 3 graphemes, digraphs, trigraphs. Recall digraphs and trigraphs taught Reads some fluency words in line with phonics program Talks in full sentences about a key character from a text Writes both names using good letter formation 	<ul style="list-style-type: none"> Reads most phase 3 digraphs and trigraphs Reads most phase 2 and 3 fluency words in line with phonics program Reads simple phonetically decodable phrases and sentences Reads books with a range of phase 2 and 3 CVC words and tricky words and shows an understanding of what has been read Re-read books to develop fluency and understanding. Talks in full sentences about key events from a text Can begin to write 3 – 4 word sentences that themselves and others can read Forms most upper and lowercase letters correctly. 	<ul style="list-style-type: none"> Say a sound for each letter of the alphabet Read words consistent with their phonics knowledge using soundtalk to blend Anticipates key events in stories Use and understand vocabulary during discussions about books rhymes and poems we have read Spells words consistent with their phonics knowledge using segmenting 	<ul style="list-style-type: none"> Say at least 10 digraphs Reads simple sentences and books consistent with phonics knowledge Reads a range of common exception words by sight. Retell stories and narrative using their own words and recently introduced vocabulary Use and understand vocabulary during role play Write recognisable letters, most of which are correctly formed Can spell words by identifying the sounds in them and representing the sounds with a letter or letters Writes simple phrases and sentences that can be read by others
How?	Daily name writing intervention Daily Story time 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners		Daily name writing intervention Daily Story time 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners		Daily name writing intervention Daily Story time 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners	

The Books we are reading
The following list of books is a starting point. Books will be added to themes according to children's preference and as new literature is discovered.
See topic specific book progression.

Autumn






Spring



Summer



	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us me/Traditional	You can't catch catch tales	Changes/Growing	Our wonderful world
F1 Maths steps of progress	<ul style="list-style-type: none"> Recites numbers 0, 1, 2 and 3 Shows finger numbers 0 and 1 Active counting – clap a set up to 3 Use fingers to represent numbers up to 3. Sorts objects into 'big' and 'small' Learn about colours Match with colours Sort and match by shape Sequences 2 events in everyday context e.g. visual timetable Use the vocabulary big and small 	<ul style="list-style-type: none"> Sorting by different rules, size, colour, shape Subitises up to 1 or 2 objects Knows that the last number reached when counting a small amount tells you how many there are (cardinal principle) Explore shapes in provision Understands position through words and actions 'on top' and 'underneath' Uses words 'big' and 'small' Uses some number names in language and play. Notices patterns Sequences 2 fictional events Compare amounts, saying 'lots', 'more' or 'same' 	<ul style="list-style-type: none"> Accurately counts with 1:1 correspondence 1-5 Recognises numerals 0,1,2 Beginning to learn that the small numbers e.g 3 can be composed of smaller numbers – 1 and 1 and 1 Confidently recites numbers 0 – 5 and starting to count to 10. Start to experiment with own symbols representing amounts and numbers Completes an insert jigsaw by selecting the correct shape. Compares 2 different objects of different lengths Uses words 'on top' and 'underneath' 	<ul style="list-style-type: none"> Shows finger numbers 0 – 5 Recognises when 2 groups have the same number objects Subitise up to 3 objects. Gaining confidence with counting out groups of numbers to 5. Selects correct shapes when building 3d structures Combines shape tiles to make pictures and new shapes. Understands 'in front' 'next to' and behind without actions Use the language of long and short- Sequence 3 pictures from a story they have listened to or a past event 	<ul style="list-style-type: none"> Confidently uses the cardinal principle when counting a small group of objects Recognises numbers 0 – 5 Beginning to use a 5 frame. Subitise confidently 3 objects. Understands numerals and amounts can be recorded. Through play, begin to understand that numbers are made up of other numbers. Compares quantities using 'more than' and 'fewer than' Recites numbers beyond 5 to10. Use positional language to describe how to get somewhere Uses 'heavier' and 'lighter' when comparing 2 objects Describes the visual timetable using words such as first, next and finally. 	<ul style="list-style-type: none"> Links numerals and amounts up to 5 Attempts to record numerals Recites numbers to 10 confidently. Solves real world maths problems up to 5 e.g. I have 5 oranges but one has rolled away. Know that when an item is taken away , this is less than one before. Separates a group of 4 objects in different ways and know that the total is still the same. Groups items in to pairs and twos. Talks about shape using informal and mathematical language Begin to explore 3d shapes select them for a purpose. Uses 'more' and 'less', 'full' and 'empty' when playing in water or sand. Notices, extends, corrects and creates an ABAB pattern. Describes a past event using words such as first, next and finally.
How?	Quick counting Number rhymes and songs 2D shapes - Shape matching and exploration Coloured objects Inviting maths area-lots of opportunities to sort Finger counting and rhymes-flashing fingers Different sized objects to compare Subitising cards Simple sequencing cards Comparing the size of spoons, toys and clothes Simon says (on top and underneath) Pattern Fish and patterns on wallpaper/wrapping paper		Weekly Maths challenge for home Number rhymes and songs 2D shapes-introduce square, rectangle and pentagon Finger counting and rhymes-flashing fingers Numbers 1-3 to recognise- quick flash Different length objects to compare Subitising cards Objects to sort and arrange consolidate composition of numbers. Inset jigsaws Tangram tiles Teddy hide and seek Sequencing cards Number flashcards		Weekly Maths challenge for home Number rhymes and songs Subitising cards Numbers 1-5 to recognise - Numeral and amount matching Number tracing cards Use a 5 frame to represent amounts consistently Model number writing, tally charts, pictorial symbols and methods of recording numbers and amounts Visual timetable to represent the sequence of the day Opportunities for positional language within play 2D & 3D shapes Route to Forest School, the hall and the mobile Teddy hide and seek Bucket scales and seesaw High quality capacity provision	

	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
F2 Maths steps of progress	<ul style="list-style-type: none"> Rote counts 0 – 10 Counts actions and sounds Links numeral and amount 0 – 5 Compares quantities Compares length 	<ul style="list-style-type: none"> Subitises amounts to 5 Explores composition of 5 Selects, rotates and manipulates shape tiles Names 2d shapes and some properties Copies and continues repeating patterns 	<ul style="list-style-type: none"> Rote counts beyond 10 Counts objects with accuracy Subitises to 5 and talks about arrangements Compose and decomposes shapes when using shape tiles Compare weight 	<ul style="list-style-type: none"> Links numeral and amount 0 – 10 and beyond Understands one more and one less Recalls number bonds to 5 and some to 10 Explore composition of 10 Compares capacity Creates own repeating patterns using different combinations. 	<ul style="list-style-type: none"> Subitises to 5. Automatically recall number bonds to 5 Compare quantities up to 10 Recall double facts 	<ul style="list-style-type: none"> Talks about the composition of 10. Count beyond 20 Explore and talk about odds and evens Distribute quantities equally.
How?	<p>Getting to know me: Baselineing</p> <p>Just like me: Matching, Sorting, Comparing Amounts, Comparing Mass and Capacity, Making Patterns</p> <p>It's me 1,2,3: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles, Spatial Awareness</p> <p>Light and Dark: Four and Five, One more and One less, Squares and Rectangles, Night and Day</p> 		<p>Alive in 5: Composition of 4 and 5, Comparing 5, Comparing Mass and Capacity</p> <p>Growing 6,7,8: One more and One less, Combining two groups, Length and Height</p> <p>Building 9 and 10: Number bonds to 10, 3d shape, Pattern</p> 		<p>To 20 and beyond: Building numbers beyond 10, Counting Patterns beyond 10, Spatial Reasoning</p> <p>First, then and now: Adding more, Taking away, Spatial Reasoning</p> <p>Find my Pattern: Doubling, Sharing and Grouping, and Even, Spatial Reasoning</p> <p>On the move: Patterns and Relationships, Spatial Reasoning</p> 	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You Can't catch me/Traditional tales	Changes/Growing	Our wonderful world
F1 Past and Present steps of progress	<ul style="list-style-type: none"> Talks about what they looked like in the past Learn about the Christmas story and how this was a long time ago 		<ul style="list-style-type: none"> Talks about family history 		<ul style="list-style-type: none"> Talks about their family and identifies relationships within the direct family Recognises the difference between themselves now and as a baby Can talk about the school day, using the visual timetable 	
How?	Look at old family photos e.g. past christmases baby photos and now photos-make a comparison Christmas books about the nativity story Small world scenes to show the nativity story		Explore jobs people in our family used to do e.g. butchers etc Link family jobs to the topic-People who help us Look at photos of family at past historical events (such as the Queen's golden jubilee)		Look at family photographs and discuss people's roles within the family. Look at baby photos and make comparisons about how they are now Use a daily visual timetable	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
F2 Past and Present steps of progress	<ul style="list-style-type: none"> Can talk about the past using words such as yesterday, last night, last week and before Know the days in the right order Can start to see the difference between now and the past Can talk about the people in my family tree Knows about historical events that they have learnt about such as Bonfire Night and Remembrance Day 		<ul style="list-style-type: none"> Can describe what is the same and what is different about my life and other people (grandparents) Can describe life in the past when they look at picture and listen to stories Can say what things in the home are the same or different from the past Know about important people in the community now and in the past 		<ul style="list-style-type: none"> Can talk about some important people from History that I have learnt about in stories 	
How?	Look at family celebration photos from the past e.g. Mum and Dad's birthdays when they were small Make family trees Discussions about things we can do now and things we could do in the past. Remembrance Day – Why do we wear poppies? Bonfire Night -Who was involved		Look at old photos and maps of our local community Compare communities in the past and our community today		Look at old and new maps and talk about the people who explored and discovered new lands	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
F1 People, culture and communities steps for progress	<ul style="list-style-type: none"> Develop positive attitudes about the difference between people 		<ul style="list-style-type: none"> Talk about different occupations Continue to develop positive attitudes about the difference between people 		<ul style="list-style-type: none"> Knows there are different countries in the world Looks at photos and can talk about differences they can see e.g. hot weather, different types of houses etc. 	
How?	Celebrating Diwali, Harvest Festival, Halloween, Bonfire Night, Christmas, Birthdays It is good to be different – explore similarities and differences between peers e.g. physical appearances, likes and dislikes		Visits from the local community and local heroes (Police, Nurses, Dentists) Role-play inside and outside to explore occupations Celebrating Chinese New Year – differences between Chinese culture and ours e.g. difference in clothes, diet and language		Look at a globe/world map. Explore the concept of countries. Discuss holiday destinations anybody has visited. Look at photographs/non-fiction of a contrasting country (Africa) notice the difference between weather, houses, animals, food.	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
F2 People, culture and communities steps for progress	<ul style="list-style-type: none"> Talks about members of immediate family e.g. occupation and appearances Name and describe people who are familiar to me e.g. friends, wider families Knows people have different beliefs and celebrate in different ways 		<ul style="list-style-type: none"> Draws information from a simple map Talks about members of the community Understands some places are special to members of the community 		<ul style="list-style-type: none"> Recognise similarities and differences between life in this country and life in other countries Recognise some environments are different to the one I live Describes immediate environment. Knows some similarities and difference between different religious and cultural communities in this country. Explain some similarities and difference between life in this country and life in other countries. 	
How?	Display family photos on Jigsaw display Making family trees – what jobs do our grown ups do? Celebrating new friendships built in our cohort – making cards for each other at special times. Comparing differences and similarities between celebrations (Birthdays, Christmas, Diwali, Halloween, Bonfire night, Harvest festival) Use of non-fiction books to explore how people celebrate.		Visits from the local community and local heroes (Police, Nurses, Dentists) children to reflect on <i>how</i> they help people and aspirations for their future. Visit to the community: Look at maps of our community, making our own maps of where we live, explore old photographs of Beeston to compare and contrast, how did people shop in the past? Use non-fiction books to explore people's roles in the community Visit to the church to celebrate Easter		Explore a world map. Where do we live? What other countries do you know? Learn about a contrasting country (Africa) Explore animals from the contrasting country and their different habitats. Look closely at those countries and their weather, environment and culture. Explore similarities and differences in culture and religion – what festivals are celebrated?	

Which stories are special and why?

Look at different celebrations – birthdays/ Easter/ Christmas How does Christmas make us feel?
 What do we get at Christmas? Look at the story of Jesus’ birth using story props. Jesus as a gift from God.
 What presents did the wise men give to the baby? What would we give now?

Which people are special and why?

Which people are special and why?
 Children to bring in picture of their family – discuss who they are/ why they are special?
 Discuss different days across the year that are special – birthdays/ Easter/ Christmas.
 Learn about other days that are special to other people Diwali, Eid, Chinese New Year.

What place are special and why?

Ask pupils to bring in a picture or talk about their own special place and discuss how this place makes them feel. Why is it special?
 Introduce special places for different religions – a church, a mosque etc. Look at the features of different places of worship during walk around community.

What times are special and why?

Spring link. What changes are happening in the natural world – leaves dying but flowers growing. Signs of life and death. At this time of year, we celebrate Easter. Look at Easter story with children. Which symbols are associated with Easter? Can children retell the Easter story?

Belonging- who are we and how do we belong?

Who are we and how do we belong? Do we belong at school? What else do we belong to? – Our families? Look at how religious people show belonging – church congregations etc

Our wonderful world: how can we care for living things and the earth?

How can we care for living things and the earth? Wider conversation about caring for the planet – environment/ rubbish/ animals etc. How do we show care for others?
 Different celebrations – Christmas/ Easter/Diwali
 Relate to the topic and stories to look at religious and cultural differences.

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
F1 Natural World steps for progress	<ul style="list-style-type: none"> • Uses senses to explore natural objects • Explores collections of materials with similar or different properties • Notices changes –seasonal 		<ul style="list-style-type: none"> • Talks about what they can see • Notices differences in natural objects • Explores how things work • Talks about changes (adult led) 		<ul style="list-style-type: none"> • Talks about what they see using a wider vocabulary • Spontaneously talks about changes • Knows how to plant seeds • Knows plants need sunshine and water to grow • Understand life cycle of a butterfly and can talk about each stage when looking at a picture • Understand life cycle of a sunflower • Explore and talks about pushing and pulling • Talks about differences between materials • Looks after our outdoor plants and any living creatures. 	
How?	<p>Hands on exploration of Autumnal objects: pine cones, conkers, chesnuts, acorns, leaves. Introducing language: round, spikey, smooth. Sorting leaves into colour, shape and size. Sorting vegetables into size, shapes, textures.</p> <p>Notices change in weather – contrast between warmer sunnier days and colder days. What do we wear?</p> <p>Art-using natural materials</p> <p>Investigation station</p>		<p>Changes in trees between winter and spring, change in weather and what we wear.</p> <p>Explore different types of birds, eggs and mammals.</p> <p>Investigation Station: Open ended explorative provision e.g. wind up toys, torches, magnets. How do they work?</p> <p>Art-using natural materials</p>		<p>Weekly Forest school sessions</p> <p>Using binoculars and magnifying glasses to look closely at features</p> <p>Regular opportunity for children to notice changes due to visited the same forest school area regularly.</p> <p>Plant cress seeds, sunflowers and potatoes.</p> <p>Daily watering plants monitors</p> <p>Minibeast hunting – how we look after minibeasts? Picking them up gently, putting them back in the right place.</p>	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
F2 Natural World steps for progress	<ul style="list-style-type: none"> • Explores the natural world around them • Describes what they see, feel and hear when outside • Can describe their environment and the weather 		<ul style="list-style-type: none"> • Understand the change in seasons between winter and spring • Can confidently talk about how the weather is different throughout the year • Talks about how the natural world looks during these seasons • Can use words like nocturnal, camouflage and predator to describe animals and their habitats 		<ul style="list-style-type: none"> • Makes observations of the natural world around them • Can talk about the changes in plants and trees throughout the seasons • Draws pictures of animals and plants • Can name and describe some plants • Talks about similarities and differences between the natural world around them and contrasting environments • Understands melting and freezing. • Talks about the seasons and changes they have observed. • Understands life cycle of a frog and a plant. 	
How?	<p>To explore features of Autumn: Autumn treasure hunt, Autumn walk, Autumn crafts, Forest School, Sorting leaves, comparing features of our Forest environment/school environment.</p> <p>Read Autumn and Winter non-Fiction to inform learning.</p> <p>Sort celebrations into Autumn and winter – Diwali and Christmas</p> <p>Observe natural changes between Summer into Autumn and Autumn into Winter. What happens to animals during Autumn? Explore hibernation and migration.</p> <p>Observational drawing of Stickman cover noticing changes</p>		<p>forest school sessions in our forest school environment.</p> <p>To explore features of Spring: Hunt for Spring clues, Looking closely at Spring flowers and buds, Explore baby animals, Spring crafts</p> <p>Read Spring and baby animals Non-Fiction to inform learning.</p> <p>Compare farm animals and jungle animal habitats and features</p> <p>Observation drawing of spring flowers/blossom at different stages.</p>		<p>Forest school sessions in our forest school environment.</p> <p>Explore animals from the pond area and their contrasting habitats.</p> <p>Look closely at those countries and their weather, environment and culture.</p> <p>Plant beans and potatoes</p> <p>Observe roots, stems and leaves growing and purposes of them</p> <p>Observational drawings of plants and different stages of growing.</p> <p>Making ice cubes: Leaving them to melt in different environments – which melts fastest?</p> <p>To explore features of Summer: Weather, Minibeasts, Planting and Growing, Observation of plants and animals</p> <p>Minibeasts and Summer Non-Fiction book to inform learning</p> <p>Observe life cycle of bean plant and introduce tadpoles into the environment.</p>	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our wonderful world
F1 EAD steps for progress	<ul style="list-style-type: none"> • Explores small world construction and develop pretend play • Explores different materials e.g. paper, card, sellophane, tape • Listens to sounds with increasing attention • Copy simple actions when singing a nursery rhyme • Explore instruments • Talks about colour • Sings along to familiar nursery rhymes. • Makes marks with different resources 	<ul style="list-style-type: none"> • Takes part in simple pretend play based on everyday experiences. • Uses small world construction to build and balance. • Knows what to use some materials for e.g. gluestick • Creates closed shapes with lines e.g. simple face • Sing most words of 1 nursery rhyme. • Attempts to copy pitch and melody. • Knows how to bang a drum and shake a tambourine. • Explores colour and colour mixing • Nativity performance- learning new songs with actions. • Mini movers-yoga, dance and coordinated activities 	<ul style="list-style-type: none"> • Thinks about what materials they want to use. • Explores different textures • Draws shapes to represent different objects beyond a person • Shows happy and sad in drawings and paintings • Explores colour mixing • Sing 2 rhymes accurately • Plays instruments with increasing control • Mini movers-yoga, dance and coordinated activities 	<ul style="list-style-type: none"> • Begins to develop stories using small world equipment. • Uses small world construction to make a setting for their play • Tells a grown up what they want to make • Tells a grown up the songs they like to listen to • Sings more than 2 rhymes accurately • Shows increasing detail in their drawings • Mini movers-yoga, dance and coordinated activities 	<ul style="list-style-type: none"> • Developing ideas about what to model, build, draw • Can join different materials together • Uses different small construction to make settings for play • Consistently joining in with rhymes and songs during singing sessions • Experiments with instruments to represent living things • Mini movers-yoga, dance and coordinated activities 	<ul style="list-style-type: none"> • Decides what materials to use • Draws with details e.g. arms, legs, facial features • Develops stories using small world equipment • Sings rhymes and songs they know in play • Sings the pitch of a tone to match another person • Makes up own songs, sometimes based on a song they already know • Uses instruments to express feelings and ideas (for example adding instruments to songs) • Mini movers-yoga, dance and coordinated activities • Learn an African dance routine and listen to African music –can we distinguish any instruments • Re-enact a story together as a graduation performance
How? Being Imaginative and Expressive	<p>Guided drawing Box modelling Environmental sounds Regular singing-rhymes and songs Modelling and exploring instruments in provision Exploring coloured materials and paints in provision Christmas crafts Nativity performance Modelling small construction both indoors and outdoors Role-play: Home corner, , Diwali, Nativity Scene, celebrations , vets Colour mixing – firework pictures and pumpkin painting Pet collages Art using Autumn natural objects(land art) Singing lessons: Autumn songs, All about me, Nursery rhymes, Action songs Mini movers-dance, yoga & coordination activities Guided drawing of self, family, characters and simple animals Model using people and communities small world resources in provision Add personalised small world characters of the children Model using PVA glue, Pritt stick, tape and scissors on box modelling Model using instruments and moving to music on the stage</p>		<p>Regular singing-rhymes and songs Mini movers-dance, yoga & coordination activities Box modelling – model creating for a purpose (for example a house for the three pigs or emergency vehicles) Represent characters from traditional tales and talk about whether they are happy or sad Role-Play Area: Giant's Castle, Gingerbread man's journey, Doctors, Fire-fighters, Police Station, Buses and Bus Stops Guided drawing of the gingerbread man characters and emergency vehicles Natural paintbrushes and exploring colouring mixing Instrumental sounds games and instruments during phase 1 phonics Re-enact stories with possible adaptations.</p>		<p>Provide different joining tools in a variety of contexts for children to choose from (tape, PVA, Pritt stick when creating leaf crowns at Forest school) Model using natural small world objects to create small world settings during Forest school Provision opportunities that link to rhymes – spiders, guttering and watering cans. Provision that provides a range of choices for materials, colours, joining tools. Pitch matching register Opportunities to listen to African music African dance routine Learning sequencing songs-'there's a tiny caterpillar on a leaf' Mini movers-dance, yoga & coordination activities Nursery graduation performance of Handa's Surprise</p>	

	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
F2 EAD steps for progress	<ul style="list-style-type: none"> Listens carefully to music Explores and engages in music making Introduces storylines in pretend play (role play or small world) Joins in with weekly singing session and shows enjoyment Explores a variety of artistic effects Can use moulding tools with malleable materials 	<ul style="list-style-type: none"> Explores moving their body to music Responds to different forms of dance, expressing feelings and responses Joins in with dance moves when learning the christmas dance Performs dance in a group (Christmas performance) Accurately sings songs we have learnt this term Follows pitch and melody when singing in a group Uses a variety of artistic effects to express ideas 	<ul style="list-style-type: none"> Moves to and talks about music, expressing feelings and responses Sings in a group or alone, increasingly matching pitch and following a melody Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling) Can use a range of tools and select the appropriate tools for the job 	<ul style="list-style-type: none"> Performs music in a group Make independent choices about the resources they need and talk about creations Uses previous learning to refine and develop ideas. Develop storylines in pretend play 	<ul style="list-style-type: none"> Safely uses and explore a variety of tools, techniques and materials Experiments with colour Enjoys sharing their creations Uses props and materials when role-playing characters in narratives or stories. Sings a range of well-known nursery rhymes Performs songs and rhymes with others 	<ul style="list-style-type: none"> Experiments with design, texture, form and function. Share their creations and explains processes they have used Invent, adapt and recount narratives and stories with peers and teacher Sings a range of well-known songs Performs poems and stories with others Tries to move in time with music
How?	<ul style="list-style-type: none"> Regular music sessions – children to expand knowledge of musical instruments and play in time with beat. Explore volume and speed. Open ended role play (real and fantasy) opportunities on offer daily. E.g. Home corner, Diwali House, Nativity Scene, Santa's Workshop, Stickman story Gradually open and introduce open ended EAD provision. Learning Christmas performance. Self portrait and Stickman drawing conference in sketch books Colour mixing: Colour Monster, Bonfire night Christmas Crafts – children to focus on cutting skills and an artistic skill they have explored in free flow this term. Quality small world provision – adults modelling combining block play and small world play. 		<ul style="list-style-type: none"> Model collaborative play using block play and small world outside and inside. Celebrate and display EAD projects. Guided box modelling to introduce plan and create. Introduce book of the week resources into reading area to encourage storytelling. Link outdoor role-play to topic or theme. Box modelling opportunities: emergency vehicles, 3 pigs houses, drums and musical instruments. Drawing conference in sketch books 		<ul style="list-style-type: none"> Ensure resources are available for children to use and apply techniques they have learnt this year in provision. Ensure a range of tools are always on offer in EAD and dough area. Colour mixing – different shades of green for flora and fauna Opportunities to create art inspired by journeys or travel Ensure small world matches topic and books to encourage small world play. Display maps in environment in floor books and encourage children to refer back to them Create opportunities to create a range of habitats and display in provision 	

