

Areas of learning	Autumn 1 'Me and my Family'	Autumn 2 'The Great Outdoors'	Spring 1 'Once upon a time'	Spring 2 'People who help us'	Summer 1 'Life cycles'	Summer 2 'Journey to our imagination'
ROLE PLAY Enhancements	Home Corner (photographs of children to be displayed)	Garden Centre- Green house- plants	Theatre stage Make use of outdoor stage area	Dentist/ Hairdresser/ Fire Station etc (This will change depending on the jobs covered)	Garden Centre- Green house- butterflies	Beach/under the sea/pirate ship
TRIPS/ ENRICHMENT	Scrapbooks Trips around local area – Where I belong	Walk to woods (We will visit the woods throughout the year to see the seasonal changes) Christmas Trip to Farm (See Santa)	Inviting Parent's in to read stories to the Children Visit to the Library	Visitors from different jobs	Butterflies Bug hunts in local areas	End of year trip
Communication and language (PRIME)	Who am I? Who lives in my house? Can I name members of my family? Do I know my keyperson? Focus on listening to short stories, building up attention span and asking simple questions at the end	What can you see and explore outdoors? Focus on following and understanding of instructions and questions- use stories to support comprehension	Can we retell stories? Can we make up our own stories? Focus on listening to new stories and remembering what has happened, exploring new vocabulary, discussing what they can see, taking turns in speech using longer sentences	What jobs do I know? What do they do in their jobs Focus on development of wider range of vocabulary using the correct pronunciation	Focus on new vocabulary linked to observing growth and change Use rhymes and songs linked to topic eg little ducks, speckled frogs, pea pods pressed	Have you ever been on a journey? Where would you like to go? Focus on imaginative play, extending vocabulary, understanding and responding in conversations – expressing a point of view and organising their play

<p>Personal, Social and Emotional Development (PRIME)</p> 	<p>Building self- my feelings</p> <p>Selecting and using resources with help</p> <p>Identifying own feelings</p> <p>Becoming more outgoing with unfamiliar people</p>	<p>Building relationships- My community'</p> <p>Playing with others</p> <p>Self-regulation- Listening and following instructions</p>	<p>Managing self and others- feelings and emotions</p> <p>Discussing a range of emotions and why we feel this way</p> <p>Showing an understanding of others emotions</p> <p>Playing with larger groups of children- team games</p>	<p>Managing self- taking on new challenges, feelings and emotions</p> <p>Becoming more confident in accessing resources</p> <p>Openly talking about feelings and emotions</p>	<p>Building relationships- how are we all different?</p> <p>Showing care and consideration for others</p> <p>Remembering and following rules and expectations</p>	<p>Managing self- resolving conflicts and working together</p> <p>Developing appropriate ways of being assertive</p> <p>Talking with others to resolve conflicts</p>
<p>Physical development (PRIME)</p> 	<p>Gross motor- spatial awareness – large and small movements- skip, hop, stand on one leg, balancing, using steps and benches. Lots of large physical movements passing through mid-line zone.</p>		<p>Team games- taking part in group activities and following instructions eg duck duck goose</p>		<p>Focus on dance and movement using music from different cultures and exploring using instruments</p>	
<p>Literacy – Reading: comprehension</p> 	<p>Engaging in daily songs and rhymes</p> <p>Engage in lots of short stories</p> <p>Answer simple questions</p>	<p>Engaging in daily songs and rhymes</p> <p>Have a favourite book and share with group</p> <p>Use summer scrapbooks to tell “their story’</p>	<p>What are the different parts of a book? Front cover, back, title</p> <p>How do we read a book?</p> <p>Answering simple comprehension questions</p>	<p>What is an author?</p> <p>Understanding simple events in stories</p> <p>Using vocabulary associated with the stories they have read</p>	<p>Using vocabulary from stories in imaginative play</p> <p>Name all parts of the book</p>	<p>Retell stories imaginative play</p> <p>Introduce vocabulary from stories</p> <p>Use characters and events</p> <p>Use props and stimulus</p> <p>Engage in extended conversations about stories</p>

						Creating own stories around play.
<p>Literacy – Reading: word reading</p> 	<p>Matching first name</p> <p>Listen for rhyming words</p> <p>Join in with repeated phrases</p> <p>Spot print in the environment</p>	<p>Read first name</p> <p>Look and share books</p> <p>Draw shapes and lines in different materials/ areas of provision</p> <p>Look at signs and logos</p>	<p>What is a word? Can we find them in the environment</p> <p>Read first name and match second</p> <p>Draw shapes and lines recognising letters</p>	<p>Understand rhyming words</p> <p>Be able to suggest rhyming words</p> <p>Mirror letters in provision</p>	<p>Focus on initial sounds in matching games, bingo, eye spy, things around the room, objects in the environment</p> <p>Recognise first and second name</p> <p>Orally segment and blend together- z-i-p- what am I saying?</p> <p>Get children to practice getting whiteboards and begin to make meaningful marks.</p>	<p>Read their first name and recognise their second</p> <p>Know some letters and be able to identify</p> <p>Matching initial code sounds (a,i,m,s,t,n,o,p)</p> <p>Playing initial sound games with the above</p> <p>Exploring verbally blending CVC words</p>
<p>Literacy – writing and Physical Fine motor</p> 	<p>Practise lines and shapes focusing on fine motor control</p> <p>Cutting shapes and lines</p>	<p>Practise writing name</p> <p>Practise zips, buttons and fastenings in provision</p> <p>Fine motor cogs, wheels, pegs</p>	<p>Form recognisable letters</p> <p>Use language when writing such as up, down, round</p> <p>Practise putting on own coat</p>	<p>Write for purposes when outdoors- label things they see</p> <p>Write their name</p> <p>Dough disco manipulating materials</p>	<p>Write initial sounds of letters and make matching games</p> <p>Play initial sound bingo practising writing the sounds</p>	<p>Write first name without name card and attempt second</p> <p>Write recognisable letters</p> <p>Write for different purposes- lots of opportunities in role play</p>
Maths	<p>Play Along follow White Rose Maths, This covers:</p> <ul style="list-style-type: none"> Comparing quantities using language: ‘more than’, ‘fewer than’. Begin to Recite numbers past 5. 					

	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • 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'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Make comparisons between objects relating to size, length, weight and capacity. 					
<p>Understanding the world (<i>humanities</i> – past and present, people culture and communities)</p>	<p>Make simple comparisons between the way we look and the way we live. Exploring the area we live – going on walks round local area</p> <p>Develop positive attitudes about the differences between people-</p>	<p>Begin to make sense of their own life story and families history</p>		<p>Show interest in different occupations</p>		<p>Explore different animal habitats from around the world reflecting on diversity and comparing similarities.</p> <ul style="list-style-type: none"> - Comparing pictures and past experiences (Talking about holidays)

<p>Understanding the world (<i>science</i> – The natural world)</p> 		<p>Plant seeds and care for plants- bulbs/ cress</p> <p>Understand the need for respect and care in the natural environment</p> <p>Explore natural materials</p>	<p>Cooking- combining ingredients – gingerbread men</p> <p>Easter baking</p>	<p>Explore how things work- wind-up toys, pulleys, cogs etc</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Caterpillar and their lifecycle to butterflies</p> <p>Tadpoles to frogs</p>	<p>Discuss different forces they can feel</p> <p>Discuss changes in materials</p> <p>Water- floating sinking and pushing objects under</p> <p>Magnets</p> <p>The stretch/lack of stretch in materials</p>
<p>Expressive arts and design</p> 	<p>Drawing skills/ fine motor (shapes and lines)</p>	<p>Colours and colour mixing- painting plants and flowers in the environment</p>	<p>Junk modelling- materials and textures</p>	<p>Drawing skills</p> <p>Self- portrait- adding detail</p>	<p>Role play- imaginative play</p>	<p>Explore different types of music and create dances and stories to the beat.</p> <p>instruments/ Dance from around the world</p>
<p>Sign Along</p>	<p>Sign Along is part of our curriculum as it supports children's language development using a variety of communication strategies. The children use a range of signs and songs to support all children. These are then used during PlayAlong too.</p>					