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| **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)** | **Visit to z-Arts** **Invite parents in for gingerbread men or to hear a traditional tale?****SignAlong preform own ‘once upon a time’ show** | **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 jobsFocus on development of wider range of vocabulary using the correct pronunciation | Focus on new vocabulary linked to observing growth and changeUse 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 |
| **Personal, Social and Emotional Development** (PRIME) | Building self- my feelingsSelecting and using resources with helpIdentifying own feelingsBecoming more outgoing with unfamiliar people  | Building relationships- My community’Playing with othersSelf-regulation- Listening and following instructions | Managing self and others- feelings and emotionsDiscussing a range of emotions and why we feel this wayShowing an understanding of others emotions Playing with larger groups of children- team games | Managing self- taking on new challenges, feelings and emotionsBecoming more confident in accessing resourcesOpenly talking about feelings and emotions | Building relationships- how are we all different?Showing care and consideration for othersRemembering and following rules and expectations  | Managing self- resolving conflicts and working togetherDeveloping appropriate ways of being assertiveTalking with others to resolve conflicts  |
| **Physical development** (PRIME) | 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. | Team games- taking part in group activities and following instructions eg duck duck goose | Focus on dance and movement using music from different cultures and exploring using instruments |
| **Literacy – Reading: comprehension** | Engaging in daily songs and rhymes Engage in lots of short storiesAnswer simple questions  | Engaging in daily songs and rhymes Have a favourite book and share with group Use summer scrapbooks to tell ‘’their story’  | What are the different parts of a book? Front cover, back, title How do we read a book? Answering simple comprehension questions  | What is an author?Understanding simple events in stories Using vocabulary associated with the stories they have read  | Using vocabulary from stories in imaginative play Name all parts of the book  | Retell stories imaginative playIntroduce vocabulary from storiesUse characters and eventsUse props and stimulus Engage in extended conversations about stories Creating own stories around play. |
| **Literacy – Reading: word reading** | Matching first name Listen for rhyming words Join in with repeated phrases Spot print in the environment  | Read first name Look and share books Draw shapes and lines in different materials/ areas of provision Look at signs and logos  | What is a word? Can we find them in the environmentRead first name and match second Draw shapes and lines recognising letters  | Understand rhyming wordsBe able to suggest rhyming wordsMirror letters in provision  | Focus on initial sounds in matching games, bingo, eye spy, things around the room, objects in the environment Recognise first and second name Orally segment and blend together- z-i-p- what am I saying? Get children to practice getting whiteboards and begin to make meaningful marks. | Read their first name and recognise their second Know some letters and be able to identify Matching initial code sounds (a,i.m,s,t,n,o,p)Playing initial sound games with the aboveExploring verbally blending CVC words  |
| **Literacy – writing and Physical Fine motor**  | Practise lines and shapes focusing on fine motor control Cutting shapes and lines  | Practise writing namePractise zips, buttons and fastenings in provision Fine motor cogs, wheels, pegs  | Form recognisable letters Use language when writing such as up, down, round Practise putting on own coat  | Write for purposes when outdoors- label things they seeWrite their nameDough disco manipulating materials  | Write initial sounds of letters and make matching gamesPlay initial sound bingo practising writing the sounds  | Write first name without name card and attempt second Write recognisable lettersWrite for different purposes- lots of opportunities in role play  |
| **Maths** | Colour, Match and SortNumber rhymes and songsNaming colours and colour matchingRecognising patterns in the environment Sorting and grouping of objects introducing 1:1 correspondence | Numbers and ShapesSubitising and counting up to 3Grouping objects to 5 and counting each oneExperiment with symbols and mark making Explore 2D and 3D shapes  | Numbers, Patterns and weight/capacityCounting the amount of objects in a group accuratelyCreate ABAB patterns using natural materialsNotice and correct an error in a repeating patternConstruction- building using shapes and materials Comparing weight/capacity  | Numbers, Comparing Quantities and PositionSubitising and counting up to 5 Comparing amounts using mathematical vocabularyRote count to 5Understand and use positional language Comparing height and length  | 2D/3D shapes and real-world mathematical problems2d shapes- names and matching 3d shapes- real life objects exploringReal world maths problems- sharing snack, building towers taking turns, counting children and chairs etc Confidently sing number rhymes  | Patterns, number and mathematical vocabularyRote counting to 10Link correct numeral to correct quantity when grouping objectsRecap on subitising Creating and extending ABAB patterns- noticing errors More/less/fewer than and more than Use mathematical vocabulary to discuss size, length, weight and capacity  |
| **Understanding the world** (*humanities* – past and present, people culture and communities) | Make simple comparisons between the way we look and the way we live. Exploring the area we live – going on walks round local areaDevelop positive attitudes about the differences between people- | Begin to make sense of their own life story and families history  |   | Show interest in different occupations |  | Explore different animal habitats from around the world reflecting on diversity and comparing similarities.* Comparing pictures and past experiences (Talking about holidays)
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| **Understanding the world** (*science* –The natural world) |  | Plant seeds and care for plants- bulbs/ cressUnderstand the need for respect and care in the natural environmentExplore natural materials | Cooking- combining ingredients – gingerbread menEaster baking  | Explore how things work- wind-up toys, pulleys, cogs etc  |  Understand the key features of the life cycle of an animal Caterpillar and their lifecycle to butterflies Tadpoles to frogs | Discuss different forces they can feel Discuss changes in materialsWater- floating sinking and pushing objects underMagnets The stretch/lack of stretch in materials |
| **Expressive arts and design** | Drawing skills/ fine motor (shapes and lines) | Colours and colour mixing- painting plants and flowers in the environment | Junk modelling- materials and textures  | Drawing skillsSelf- portrait- adding detail | Role play- imaginative play |  Explore different types of music and create dances and stories to the beat.  instruments/ Dance from around the world  |
| **Sign Along** | 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.  |