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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 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 |
| **Personal, Social and Emotional Development** (PRIME) | Building self- my feelings  Selecting and using resources with help  Identifying own feelings  Becoming more outgoing with unfamiliar people | Building relationships- My community’  Playing with others  Self-regulation- Listening and following instructions | Managing self and others- feelings and emotions  Discussing a range of emotions and why we feel this way  Showing an understanding of others emotions  Playing with larger groups of children- team games | Managing self- taking on new challenges, feelings and emotions  Becoming more confident in accessing resources  Openly talking about feelings and emotions | Building relationships- how are we all different?  Showing care and consideration for others  Remembering and following rules and expectations | Managing self- resolving conflicts and working together  Developing appropriate ways of being assertive  Talking 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 stories  Answer 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 play  Introduce vocabulary from stories  Use characters and events  Use 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 environment  Read first name and match second  Draw shapes and lines recognising letters | Understand rhyming words  Be able to suggest rhyming words  Mirror 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 above  Exploring 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 name  Practise 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 see  Write their name  Dough disco manipulating materials | Write initial sounds of letters and make matching games  Play initial sound bingo practising writing the sounds | Write first name without name card and attempt second  Write recognisable letters  Write for different purposes- lots of opportunities in role play |
| **Maths** | Colour, Match and Sort  Number rhymes and songs  Naming colours and colour matching  Recognising patterns in the environment  Sorting and grouping of objects introducing 1:1 correspondence | Numbers and Shapes  Subitising and counting up to 3  Grouping objects to 5 and counting each one  Experiment with symbols and mark making  Explore 2D and 3D shapes | Numbers, Patterns and weight/capacity  Counting the amount of objects in a group accurately  Create ABAB patterns using natural materials  Notice and correct an error in a repeating pattern  Construction- building using shapes and materials  Comparing weight/capacity | Numbers, Comparing Quantities and Position  Subitising and counting up to 5  Comparing amounts using mathematical vocabulary  Rote count to 5  Understand and use positional language  Comparing height and length | 2D/3D shapes and real-world mathematical problems  2d shapes- names and matching  3d shapes- real life objects exploring  Real world maths problems- sharing snack, building towers taking turns, counting children and chairs etc  Confidently sing number rhymes | Patterns, number and mathematical vocabulary  Rote counting to 10  Link correct numeral to correct quantity when grouping objects  Recap 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 area  Develop 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) |
| **Understanding the world** (*science* –The natural world) |  | Plant seeds and care for plants- bulbs/ cress  Understand the need for respect and care in the natural environment  Explore natural materials | Cooking- combining ingredients – gingerbread men  Easter 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 materials  Water- floating sinking and pushing objects under  Magnets  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 skills  Self- 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. | | | | | |