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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Characteristics or Effective Learning | Playing and exploring - children investigate and experience things, and ‘have a go’.  Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.  Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | | | | |
| Cornerstones Projects | Let’s Explore  *This project teaches children about the different environments that they share with others, including their homes, the school and places in their locality.* | Marvellous Machines  *This interest-led project teaches children about the important technology that is part of their daily lives and how machines help us. The project gives them the opportunity to build and create marvellous machines.* | Long Ago  *This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.* | Ready Steady Grow  *This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and the importance of a healthy, balanced diet.* | Animal Safari  *This interest-led project teaches children about the animals that live all around the world and the importance of caring for our local and global environments.* | On the Beach  *This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sunshine.* |
| Key Texts | Where’s Spot  We’re Going in a Bear Hunt  Harold and the Purple Crayon  You Choose  In Every House on Every Street | You Can’t Take an Elephant on a Bus  Nobot the Robot with no Bottom  Mrs Armitage on wheels  Dot  Webster’s Email  Winnie’s New Computer | Rosie’s Hat  Peepo!  Once there were Giants  Coming to England  Grandad’s Island  The Tiger who Came to Tea | Jasper’s Beanstalk  The Extraordinary Gardener  Oliver’s Vegetables  Handa’s Surprise | The Lion who Wanted to Love  Giraffe’s Can’t Dance  The Lion Inside  Doing the Animal Bop  The Koala who Could  Dear Zoo  Handa’s Hen | Sharing a Shell  Who’s Hiding at the Seaside  Lucy & Tom at the Seaside  Herman the Hermit Crab  Commotion in the Ocean  Tiddler  Somebody Swallowed Stanley |
| Communication and Language | Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Develop their pronunciation but may have problems saying:  • some sounds: r, j, th, ch, and sh  • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | | Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Use longer sentences of four to six words.  Start a conversation with an adult or a friend and continue it for many turns. | | Enjoy listening to longer stories and can remember much of what happens.  Pay attention to more than one thing at a time, which can be difficult.  Use a wider range of vocabulary.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | |
| Personal, Social and Emotional Development | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.  Increasingly follow rules, understanding why they are important.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | | Remember rules without needing an adult to remind them.  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | | Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Understand gradually how others might be feeling.  Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing. | |
| Physical Development | Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet. | | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand. | |
| Literacy | Understand the five key concepts about print:  • print has meaning  • print can have different purposes  • we read English text from left to right and from  top to bottom  • the names of the different parts of a book  • page sequencing | | Engage in extended conversations about stories, learning new vocabulary.  Write some letters accurately. | | Develop their phonological awareness, so that they can:  • spot and suggest rhymes  • count or clap syllables in a word  • recognise words with the same initial sound, such as money and mother  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. | |
| Phonics F1 | Stories, Nursery Rhymes, Poems and Songs  Role Play  Growing Vocabulary  Launchpad for Literacy in provision | | Read , Write Inc - Teach the Pictures   * Fred Talk/Fred Games | | Read, Write Inc - Teach the sounds   * Learning to Blend | |
| Mathematics | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  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. | | 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’.  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’.  Make comparisons between objects relating to size, length, weight and capacity.  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. | | Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’  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...’ | |
| Understanding the World | Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.  Begin to make sense of their own life-story and family’s history.  Explore how things work.  Explore and talk about different forces they can feel. | | Show interest in different occupations.  Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | | Talk about the differences between materials and changes they notice.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| Expressive Arts and Design | Take part in simple pretend play, using an object to represent something else even though they are not similar.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Use drawing to represent ideas like movement or loud noises.  Listen with increased attention to sounds. | | Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Explore colour and colour mixing.  Show different emotions in their drawings – happiness, sadness, fear, etc.  Develop their own ideas and then decide which materials to use to express them.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | | Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | |
| Memorable experiences & Enrichment | Children in Need fundraising  Christmas Party | | Easter bonnet parade  Easter assembly  Planting flowers | |  | |
| Companion Project | Exploring Autumn | Sparkle and Shine | Winter Wonderland | Signs of Spring | Creep, Crawl and Wriggle | Move it! |
| British Values | Rule of Law  *Collaborate with children to create the rules and the codes of behaviour, for example,*  *to agree the rules about tidying up and ensure that all children understand rules apply to*  *everyone.* | Democracy – Making decisions together  *When appropriate demonstrate democracy in action, eg, children sharing views on what the theme of their role play area could be with a show of hands.* | Democracy Rules – ‘Can we do the Right Thing?’ *Cornerstones project* | Individual Liberty  *Provide opportunities for*  *children to develop their self-knowledge, self-esteem and increase their confidence in their*  *own abilities, for example through allowing children to take risks on an obstacle course, mixing*  *colours, talking about their experiences and learning.* | Mutual Respect and Tolerance  *Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.* | Mutual Respect and Tolerance  *Share stories that reflect and value the diversity of children’s experiences* |
| Celebration Opportunities & Key Dates | First Day of Autumn The Nativity  Halloween Bonfire Night  Diwali Remembrance Day | | Mothers Day First Day of Sring  Garden Birdwatch Week World Book Day  Chinese New Year Comic Relief  Easter | | Father’s Day World Bee Day  Sports Day Transition  What’s Happening in the News – Picture News | |