

YN	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Friends	Exploring Autumn	Winter Woollies	Spring has Sprung	Wriggle and Crawl	Splish, Splash, Splosh
	<p>Self, family and friends - relationships</p> <p>Areas of Learning:</p> <p><i>Communication and language</i> Shows interest in play with sounds, songs and rhymes. Identifies action words by pointing to the right picture Understands more complex sentences</p> <p><i>Physical development</i> Deveolping fine motor skills. Dressing skills – socks, shoes, coats, zips Begins to negotiate space when playing games.</p> <p><i>Personal, social and emotional development</i> Forming relationships with adults and peers. Learning the routines and expectations.</p>	<p>Changes in nature – Forest School</p> <p>Areas of Learning:</p> <p><i>Communication and language</i> Understands ‘who’, ‘what’, ‘where’ in simple questions Developing understanding of simple concepts (e.g. big/little).</p> <p><i>Physical development</i> Developing fine motor skills. Dressing skills – socks, shoes, coats, zips Dancing and ring games Running on the track</p> <p><i>Personal, social and emotional development</i> Learning the routines and expectations. Building self-confidence - nativity</p>	<p>Winter weather Snowy animals – hibernating</p> <p>Areas of Learning:</p> <p><i>Communication and language</i> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to understand ‘why’ and ‘how’ questions.</p> <p><i>Physical development</i> Developing fine motor skills. Dressing skills – socks, shoes, coats, zips Apparatus – balancing, climbing, rolling Running on the track</p> <p><i>Personal, social and emotional development</i> Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p>	<p>Spring Detectives Growing, sowing Potting</p> <p>Areas of Learning:</p> <p><i>Communication and language</i> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order</p> <p><i>Physical development</i> Developing fine motor skills. Dressing skills – socks, shoes, coats, zips Team games and relay races. Healthy eating. Running on the track</p> <p><i>Personal, social and emotional development</i> Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p>	<p>Minibeasts Life Cycles – caterpillars to butterflies</p> <p>Areas of Learning:</p> <p><i>Communication and language</i> Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p><i>Physical development</i> Developing fine motor skills and pencil control. Dressing skills – socks, shoes, coats, zips</p> <p><i>Personal, social and emotional development</i> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example,</p>	<p>Summer Fun! – water play Taking care in the water/sun/heat Under the sea</p> <p>Areas of Learning:</p> <p><i>Communication and language</i> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Builds up vocabulary that reflects the breadth of their experiences.</p> <p><i>Physical development</i> Developing fine motor skills and pencil control. Dressing skills – socks, shoes, coats, zips Can say when they are hungry, thirsty, tired, etc.</p> <p><i>Personal, social and emotional development</i> Initiates play, offering cues to peers to join them.</p>

	<p><i>Literacy</i> Phase 1 phonics Name writing. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p> <p><i>Maths</i> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size</p> <p><i>Understanding the world</i> Forest School. Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p><i>Literacy</i> Phase 1 phonics Name writing. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p> <p><i>Maths</i> Begins to use the language of size Anticipates specific time-based events such as mealtimes or home time. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.</p> <p><i>Understanding the world</i> Forest School. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><i>Literacy</i> Phase 1 phonics Recognises familiar words and signs such as own name and advertising logos. Sometimes gives meaning to marks as they draw and paint.</p> <p><i>Maths</i> Calendar (ongoing) - Days of the Week; Building a pattern; number recognition, counting, predicting Sometimes matches numeral and quantity correctly. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p><i>Understanding the world</i> Forest School. Notices detailed features of objects in their environment Shows interest in</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><i>Literacy</i> Phase 1 phonics Recognises familiar words and signs such as own name and advertising logos. Sometimes gives meaning to marks as they draw and paint.</p> <p><i>Maths</i> Calendar - Days of the Week; Building a pattern; number recognition, counting, predicting Shows an interest in numerals in the environment and in representing numbers using concrete materials Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p><i>Understanding the world</i> Forest School. Planting seeds and observing changes - Can talk about some of the things they have</p>	<p>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.</p> <p><i>Literacy</i> Phase 1 phonics Beginning to be aware of the way stories are structured Knows information can be relayed in the form of print. Sometimes gives meaning to marks as they draw and paint.</p> <p><i>Maths</i> Shows an interest in number problems. Compares quantities using language: 'more than', 'fewer than'. Talk about and make comparisons between objects relating to size, length, weight and capacity. Uses positional language. Uses shapes appropriately for tasks. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling.</p> <p><i>Literacy</i> Phase 1 phonics Beginning to be aware of the way stories are structured. Knows information can be relayed in the form of print. Sometimes gives meaning to marks as they draw and paint.</p> <p><i>Maths</i> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Experiment with their own symbols and marks as well as numerals. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><i>Understanding the world</i> Forest School. Signs of summer.</p>
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	<p><i>Expressive arts and design</i> Music lessons. Shows an interest in the way musical instruments sound Experiments with blocks, colours and marks</p>	<p><i>Expressive arts and design</i> Music lessons. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. Taking part in Nativity play.</p> <p><i>RSE</i> Story Sessions: Handmade With Love Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy?</p>	<p>different occupations and ways of life.</p> <p><i>Expressive arts and design</i> Music lessons. Using different tools and materials. Making snowflakes, snow scenes, yeti collages and Chinese dragon masks.</p> <p><i>RSE</i> Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Session 1: Growing Up</p>	<p>observed such as plants, animals, natural and found objects.</p> <p><i>Expressive arts and design</i> Music lessons. Exploring colour mixing Painting: Learning that different techniques and tools achieve different effects.</p> <p><i>RSE</i> Session 1: Role Model Session 1: Who's Who? Session 2: You've Got A Friend in Me Session 3: Forever Friends</p>	<p><i>Understanding the world</i> Forest School. Life Cycle of the Butterfly - Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><i>Expressive arts and design</i> Music lessons. Choosing the materials I need to make a model. Experimenting with colour – watercolours, powder paint mixing</p> <p><i>RSE</i> Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us</p>	<p>Designing and making boats: Talk about the differences between materials and changes they notice. Explore how things work.</p> <p><i>Expressive arts and design</i> Music lessons. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><i>RSE</i> Session 1: God is Love Session 2: Loving God, Loving Others Session 1: Me, You, Us</p>
<p>Texts</p>	<p>Hello Lulu Dear Zoo My Best Friend We're Going on a Bear Hunt The Colour Monster The Tiger Who Came to Tea</p>	<p>Leaf Man Pumpkin Soup The Way Back Home Stick Man The Nativity Eight Candles to light</p>	<p>One Snowy Night Jack Frost The Snowflake Betty and the Yeti Snow Bear Say Hello to the Snowy Animals.</p>	<p>The Easter Story Hooray for Hoppy! A Seed in Need Jasper's Beanstalk Spring (Non-fiction)</p>	<p>The Crunching Munching Caterpillar Billy's Beetle Superworm The Bad Tempered Ladybird The Case of the Missing Caterpillar (the Life Cycle of a Butterfly)</p>	<p>The Rainbow Fish Noah and the Ark Summer (Non-fiction) The Snail and the Whale Commotion in the Ocean Shark in the Park.</p>

<i>Artists/Music</i>		Nativity songs		Spring - <i>Vivaldi</i>	Flight of the Bumblebee <i>Rimsky-Korsakov.</i>	The Carnival of the animals Aquarium <i>Saint-Saens</i>
<i>Visits/Visitors</i>				Library		Park trip