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|  | Ongoing | Autumn | Spring | Summer |
| Project |  | All About Me  | Habitats/Out of the Egg  | Story Explorers  |
| Stimuli |  | Nursery Rhymes Here we are -Oliver Jeffers |  Traditional Tales: 3 Little Pigs/Goldilocks/Little Red Riding hood  | Chicks Arrive/Little Red Hen  | Dinosaur Egg/Tom and the Island of Dinosaurs  |  Tom Percival  |
| Focus | * Science – The Changing Seasons
 | Speaking and ListeningPSHELiteracy/PhonicsScienceFine motor  | LiteracyScience/DT | LiteracyScienceDTNumbers | LiteracyScienceGeographyHistory | LiteracyGeographyPSEDScienceHistory |
| Story times: highlighted are texts used for WCGR  | * Hairy Mclairy
* Nursery Rhymes
* Rhyming stories
* The Magic Moment ‘Niall Breslin’
 | * All about me
* Elmer
* Owl Babies
* Julia Donaldson
* Best me I can be
* Key worker group stories
* Here we are –OJ
 | * Supertato
* Information Books - People who help us
* Traditional Tales- 3 little pigs, LRRH,Goldilocks
* Non trad tales: alternative endings
* Stickman
 | * Mr Wolfs pancakes
* I want my hat back
* Superworm
* The day the crayons quit
* Olivers vegetables
* Little Red Hen
 | * Farm Stories
* Recipe Books
* Lost and found
* You must wear a hat
* What the lady bird heard?
* A Squash and a squeeze
* We’re going on a bear hunt
* Information books
 | * Jolly postman (review Aut2)
* Gold 3 bears
* Cinderella
* LRRH
* 3 little pigs
* Gingerbread man
* Hansel and Gretel
 | * Tom Perical Stories: Ravis Roar, Ruby’s worry, Perfectly Norman, what the sea saw,
* Pirate stories
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| Personal, Social and Emotional (PSE) | * Self-Confidence and Self –Awareness
* Managing Feelings and Behaviour
* Making Relationships
* British Values
* PATHS (Turtle)
* Bucket filling
* Team building
* PomPom powers
* Everywhere Bear for home/school link
* Peer reading with Pre-school
 | * *Aut 1 -* Settling into school (New Beginnings and Rules - Lola)
* *Aut 1/2 -* Self-Control/Self Awareness (What I can do now)
* *Aut 1 -* Making and Building Relationships (Special Boxes)
* *Aut 2 –* Playing an Active Role
* *Aut 2 –*How to Fill a bucket
* *Aut 2 –*Mindful monsters
 | * *Spr 1 -* Respect, Similarities and Differences
* *Spr 2* - Health
* What am I good at
* RRR – Safe and Homes
* P4C
* PATHS – Feelings (Turtle)
* Year R assembly
 | * *Sum 1 -*  Personal Safety – Stranger Danger
* *Sum 2 –* Moving On – Transition
* Parent participation
 |
| Communication and Language (CL) | * Listening and Attention
* Understanding
* Speaking
* Helicopter stories
 | * Ourselves and our family
* Special Boxes
* Kindness apple
* Rules/Lola
* Listening to others
* Narrative Approach
* Responding to stories
* My favourite book ‘show and tell’
* Bean bag games
 | * Listening to and retelling familiar stories
* Asking simple questions
* Reciting poems and rhymes
* Giving and following instructions
* Explaining own ideas and listening to ideas of others
* Who am I game – animals
* Memory games
 | * Listening and retelling stories
* Focusing and maintaining attention
* Following a story and sequencing
* Links stories and events
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| Physical Development (PD) | * Have an awareness of risk
* Shows understanding of how to transport and store equipment safely
* Practice some appropriate safety measures
* All aspects of Physical Development Moving and Handling (40-60 months and ELG p24 of DM)
 | * Good practice for personal hygiene
* Able to go to the toilet independently
* Awareness of risk
* Be able to change and change back during PE
* Yoga (cosmic yoga and yoga practiced during transitions
* ABC body control
* Pencil grip
* Cutting skills
* *AU1* PE – Basic Movements (Balance and co-ordination)
* *AU2* PE – Dance (Simple Pattern Movements)
 | * Develop good practice for exercise, sleep and eating/instructions
* Using building tools/Safety
* Using building materials
* Have an awareness of risk and how to minimise
* Yoga
* Gross motor ABC programme for movement
* Write Dance
* *SPR 1* - PE – Throwing and Catching
* SPR *2 -* PE – Gymnastics (Equipment and Movement)
 | * Have basic understanding of personal safety – road safety and medicines
* Basic understanding of personal safety – stranger danger
* Fruit Kebabs
* *Sum 1* PE – Dance (large and Small)/Obstacle Course
* *Sum 2 –* PE - Athletics Skills (Running, Jumping Throwing)
 |
| Literacy (L) | * Understanding of sentence parts, e.g. nouns etc.
* Oral rehearsal of sentences
* Aural rehearsal of sentences
* Write sentences
* Phonics
* Whole class guided reading.
* Peer reading with pre-school/Junior school
* Pen-pal relationship with Chidham school
 | * Vocab + Sentences + Technical
* *Aut 1 –* Labels / story language
* *Au1/2: -* Entertain - Nursery Rhymes
* *Au2:* Entertain – Traditional Tales – deconstruct, retell, role play, sequencing, helicopter stories
* *Aut2 –* Recount (Visit)
 | * Vocab + Sentences + technical
* *Sp1:* Entertain - Traditional Tales continued (LRH)
* *Sp1:* Inform – Info Books
* Sp2: Instruct - Instructions
 | * Vocab + Sentences + technical
* Su1: Entertain - Innovating Stories
* Su2: Inform – Recounts
* *Su1/2:* Entertain/Inform – poems to recite
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| Phonics | The school has designed their own phonics program which is largely based on the Letters and Sounds Phases with aspects of Jolly Phonics and a THRASS bases approach utilised. |
| Mathematics (M) | **Whiterose maths used as a support in class.** * Numbers
* Shape, Space and Measure
 | * Recognising Numbers
* Days of the Week
* Time of the day
* Seasons
* Patterns
* 1:1 counting
* Introduction of Numicon
* Simple 2D shape
 | * Pattern- 3 colour/object
* 2D/3D shapes
* Counting 1:1 to 20 / match numicon to numeral /Numicon –making a big amount using two or more pieces
* Estimation station
* Money/time
* Counting two groups together/ taking small amount from big amount- recording using marks
* Capacity- full and empty/ More /less
 | * Counting in 2s
* Money/time
* Adding and subtraction- recording using circles/squares
* One more/ one less using number line
* Mental maths/problem solving
* Measure- length/ weight
* Number sequencing 1-20
* 100 square
* Odd/even
* Doubling
 |
| Understanding the World (UW) | * Enjoys joining in with family customs and routines
* Know similarities and differences among families and traditions
* Make observations of animals and plants and explain why some things occur, and talk about changes
* Name and discuss the types of weather
* Name the seasons and their basic characteristics
* Understand how to keep safe on the internet
* RE – Concepts – Living Difference
 | * Enjoys joining in with family customs and routines (Bonfire Night, Christmas)
* Shows interest in different occupations and ways of life ( People who help us)
* Talks about personal experiences (holidays, birthdays, special occasions)
* Completes a simple program on the computer ( colour magic)
* See ICT medium term plan for individual element teaching, e.g. word processing
* Birthdays/Seasons
* Body Parts
* Senses
* Common British Animals
* Local Walks
* *Aut 2 –* RE - Celebrations
 | * Know similarities and differences between themselves and others
* Similarities and differences between building materials
* Local Visit – Staunton/Farm shop/Bidbury Mead
* Egg Experiment – how to keep the egg safe
* Animals that hatch out of eggs
* Changes over time – personal history
* History of dinosaurs and fossils
* Mary Anning – fossil hunter
* Uses ICT software to interact with computer software
* See ICT medium term plan for individual element teaching, e.g. word processing
* *Spr 1 –* RE – Specialness – Special Books
* *Spr 2 –* RE – Symbols of New Life (Living Eggs)
 | * Planting- parts of a plant
* Weather chart/Seasons
* Habitat consolidation- animals who live under the sea
* Materials
* Senses
* Pollution
* Walk to the tree
* Aquarium trip
* Celebrations- around the world
* Postcards from around the world- world map
* See ICT medium term plan for individual element teaching, e.g. word processing
* *Sum 1 –* RE – Celebration – Special Clothes
* *Sum 2 –* Changes
* *Pollution*
 |
| Expressive Arts and Design (EAD) | * Constructs with a purpose in mind using a variety of resources
* Uses simple tools and techniques (PD)
* Selects appropriate resources
* Selects tools and techniques needed to shape, assemble and combine materials (PD)
* Create simple representations of events, people and objects
* Initiates new combinations of movement and gesture
* Says and sings a range of rhymes and songs
* Begin to recognise patterns in print
 | * Introduce WASPP
* Hold a paintbrush correctly
* Colour mixing
* Collage ‘People who help us’
* Focused artist – Joan Miro
* Make marks using a range of media and tools
* Know and join in with a wide range of rhymes and simple songs
* Explore instruments
* Introduce a range of joining techniques/Split pins, threading
* Self-portraits
* *Aut 1 -* Role-play – Homes
* *Aut 2 –* Role-play – People who help us
 | * Experiment to create different textures (clay and collage) – Collage dinosaur/Life cycles
* Kadinsky/Miro comparisons
* Different shades of colour
* Stem modelling
* Introduce a story line or narrative into their play
* Plays cooperatively as part of a group to develop and act out a narrative
* Explore range of foods
* With support follow a recipe
* Be aware of a range of cooking techniques (PD)
* Role-play – Dinosaur Museum
 | * Mix colours in a range of media
* Understands that different media can be combined
* Explore a range of drawing materials
* Printing and texture
* Explore a range of collage techniques, e.g. tearing, cutting
* Evaluate own products and make improvements
* Waterproof/Non-waterproof
* We’re going on a bear hunt map
* Sing familiar songs/ nursery rhymes
* Musical instruments
* Julia Donaldson songs and live performances
* Colour mixing
* Parcel making
* Baking/ cooking- doubling labybird, sandwiches
* Sonia Delauney – focused artist
* Tree rubbing
* Collage- Snail shell, 3 little pigs house
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EYFS – Prime Areas – PSE, PD, CLL Specific Areas – L, M, UW, EAD