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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 Listening  PSHE  Literacy/Phonics  Science  Fine motor | | | Literacy  Science/DT | | | Literacy  Science  DT  Numbers | Literacy  Science  Geography  History | | Literacy  Geography  PSED  Science  History |
| 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 |
| 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 | | |
| 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 | | |
| 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 | | |

EYFS – Prime Areas – PSE, PD, CLL Specific Areas – L, M, UW, EAD