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| **Curriculum  Area** | **Autumn 1** | | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Project** | **Why do you love me so much?** | | | **Why do leaves go crispy?** | **Why can’t I have chocolate for breakfast?** | **Do cows drink milk?** | **How many pebbles on the beach?** | **Are we there yet?** |
| **Communication and language** | Following simple instructions  Using simple sentences  Key worker groups – focus on conversation  Communicating basic needs to adults and peers  To sit and listen during activities  Beginning to ask / answer simple questions including what / where/ who? | | | | Beginning to ask / answer questions  Listen with increased attention  Retell a simple event.  Listening to stories and responding with relevant comments or questions.  Recall basic stories.  Children will retell stories in their own words and respond effectively | | Maintaining attention and concentrating for during appropriate activities  Extending vocabulary  Using a range of vocabulary during activities and experiences | |
| Sharing books about homes and families  Talking about who is special to them | Talking about changes in Autumn / Winter | | | Talking about space / planets | Sharing experiences of animals | Talking about days out and comparing different environments e.g. park, seaside, town and country | Talking about journeys we have made  Our local area |
| **Physical development** | Taking part in a range of PE lessons – using small games equipment / moving to music / travelling in different ways  Beginning to use a range of one-handed tools independently  Finger gym activities  Self-care – hand washing, communicating toileting needs | | | | Focus on pencil grip and control – Rainbow writing  Finger gym activities  Using a range of one-handed tools independently  Self-care – eating a variety of foods  Taking part in a range of PE lessons – using small games equipment / moving to music / travelling in different ways | | Beginning to form recognisable letters – correct pencil grip  Rainbow writing  Finger gym activities  Develop skills to move in different ways and travel confidently  Sports day (Summer 2) | |
| **Personal, social, emotional development** | Sharing and taking turns  Building relationships with peers and new staff members  Building confidence to separate from familiar adults  Talking about myself, my home and family  Friendship week  Boundaries and routines | | | | Building and developing friendships  Continuing to follow boundaries and new routines  Keeping healthy - eating, exercise, keeping clean, sleep | | Resolving conflicts  Sharing ideas and opinions  Initiating conversations and maintaining positive friendships  Continuing to follow boundaries and new routines  Transition to Reception  Keeping safe on the roads and pavements | |
| **Literacy** | Hearing, listening to and identifying different sounds in the environment  Rhyming activities  Read write inc – oral blending , hearing single sounds and recognising letters  Mark making in different media  Joining in with repeated phrases in familiar stories and rhymes  Beginning to write own names – Rainbow writing  Listen to range of stories, rhymes and non-fiction  Understand that books can provide information | | | | Hearing, listening to and identifying different sounds in the environment  Rhyming activities  Read write inc – oral blending , hearing single sounds and recognising letters  Mark making in different media  Joining in with repeated phrases in familiar stories and rhymes  Beginning to write own names – Rainbow writing  Listen to range of stories, rhymes and non-fiction  Understand that books can provide information | | Hearing, listening to and identifying different sounds in the environment  Rhyming activities  Read write inc – oral blending , hearing single sounds and recognising letters  Reading simple sentences (RWInc Ditty)  Mark making in different media  Joining in with repeated phrases in familiar stories and rhymes  Beginning to write own names – Rainbow writing  Listen to range of stories, rhymes and non-fiction  Understand that books can provide information | |
| Sharing favourite stories  Retelling traditional tales e.g.  The Little Red hen | | Using non-fiction books to find information | | Retelling traditional tales e.g.  Goldilocks and the three bears, The gingerbread man | Using non-fiction books to find information  Retelling traditional tales e.g. The enormous turnip, The three Billy Goats Gruff | Using non-fiction books to find information  Creating recipes and shopping lists  Growing – where does our food come from? | Using non-fiction books to find information  Sharing familiar stories and creating own plans / maps of local area |
| **Mathematics** | Rote counting 1:1 touch counting  Knowing and saying some number names Introducing basic 2D shapes Sorting and categorising according to size, shape and colour  Comparing measurements - length | | | | Counting within 10  Finding the total of two small groups  Comparing measurements - weight  Showing interest in shape | Recognises shapes in the environment Continue simple patterns  Comparing measurements - capacity | Ordering items according to their properties Recognises significant numbers Finding the total of two small groups | Beginning to recognise numbers in the environment Recognising and identify 2D shapes  Finding the total of two small groups |
| **Understanding the world** | What makes us special? Relationships with friends and family  Operate simple IT programs e.g. Colour Magic / Simple City  Role play – home corner, hospital  Harvest Halloween | | | Looking at patterns and change over time Autumn  Operating simple equipment / using simple programs e.g. Colour Magic /Simple City  Bonfire Night Christmas | Healthy eating  Food we like / dislike  Changes in cooking e.g. bread to toast, jelly, melting chocolate  Operate simple IT programs e.g. Colour Magic / Simple City  Chinese New Year | Where food comes from  Animals that live on the farm  Growing plants / crops  Farm machinery  The world and environment around us  Easter | Plants and animals that live on the sea shore  Pebbles , sand and rocks  The sea  Operate simple IT programs e.g. Colour Magic / Simple City | Different types of transport  How things move  Holiday destinations  Fast and slow  The world and environment around us  Operate simple IT programs e.g. Colour Magic / Simple City |
| **Expressive arts and design** | Experimenting with colours and marks Pen portraits – self portraits | | | Using a range of construction materials Christmas craft Christmas card | Talks about family and people in the community Who are special to us?  Role play shop | Easter craft Easter card  Role play - vets | Colour mixing Exploring different textures | Imaginary and real journeys  Cooperative role play with peers |
| **Visits and Visitors** | **Visits in the local area** | | |  |  | **Farm Bus** | **Visits in the local area** | **Visits in the local area** |