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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 conversationCommunicating basic needs to adults and peersTo sit and listen during activities Beginning to ask / answer simple questions including what / where/ who? | Beginning to ask / answer questionsListen with increased attentionRetell 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 vocabularyUsing a range of vocabulary during activities and experiences |
| Sharing books about homes and familiesTalking 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 madeOur 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 independentlyFinger gym activitiesSelf-care – hand washing, communicating toileting needs | Focus on pencil grip and control – Rainbow writingFinger gym activitiesUsing a range of one-handed tools independently Self-care – eating a variety of foodsTaking 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 activitiesDevelop skills to move in different ways and travel confidently Sports day (Summer 2) |
| **Personal, social, emotional development** | Sharing and taking turnsBuilding relationships with peers and new staff members Building confidence to separate from familiar adultsTalking about myself, my home and familyFriendship weekBoundaries and routines | Building and developing friendships Continuing to follow boundaries and new routinesKeeping healthy - eating, exercise, keeping clean, sleep | Resolving conflicts Sharing ideas and opinionsInitiating conversations and maintaining positive friendshipsContinuing to follow boundaries and new routinesTransition to ReceptionKeeping safe on the roads and pavements |
| **Literacy** | Hearing, listening to and identifying different sounds in the environmentRhyming activitiesRead write inc – oral blending , hearing single sounds and recognising letters Mark making in different mediaJoining in with repeated phrases in familiar stories and rhymesBeginning to write own names – Rainbow writing Listen to range of stories, rhymes and non-fictionUnderstand that books can provide information | Hearing, listening to and identifying different sounds in the environmentRhyming activitiesRead write inc – oral blending , hearing single sounds and recognising letters Mark making in different mediaJoining in with repeated phrases in familiar stories and rhymesBeginning to write own names – Rainbow writingListen to range of stories, rhymes and non-fictionUnderstand that books can provide information | Hearing, listening to and identifying different sounds in the environmentRhyming activitiesRead write inc – oral blending , hearing single sounds and recognising letters Reading simple sentences (RWInc Ditty)Mark making in different mediaJoining in with repeated phrases in familiar stories and rhymesBeginning to write own names – Rainbow writing Listen to range of stories, rhymes and non-fictionUnderstand that books can provide information |
| Sharing favourite storiesRetelling 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 informationRetelling traditional tales e.g. The enormous turnip, The three Billy Goats Gruff | Using non-fiction books to find informationCreating recipes and shopping listsGrowing – where does our food come from? | Using non-fiction books to find informationSharing 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 colourComparing measurements - length | Counting within 10Finding the total of two small groupsComparing measurements - weight Showing interest in shape  | Recognises shapes in the environment Continue simple patternsComparing 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 shapesFinding the total of two small groups |
| **Understanding the world**  | What makes us special? Relationships with friends and familyOperate simple IT programs e.g. Colour Magic / Simple City Role play – home corner, hospital Harvest Halloween  | Looking at patterns and change over time AutumnOperating simple equipment / using simple programs e.g. Colour Magic /Simple CityBonfire Night Christmas | Healthy eatingFood we like / dislikeChanges in cooking e.g. bread to toast, jelly, melting chocolateOperate simple IT programs e.g. Colour Magic / Simple CityChinese New Year | Where food comes fromAnimals that live on the farmGrowing plants / cropsFarm machinery The world and environment around us Easter | Plants and animals that live on the sea shorePebbles , sand and rocksThe seaOperate simple IT programs e.g. Colour Magic / Simple City | Different types of transportHow things moveHoliday destinationsFast and slowThe 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 cardRole play - vets | Colour mixing Exploring different textures | Imaginary and real journeysCooperative role play with peers |
| **Visits and Visitors** | **Visits in the local area** |  |  | **Farm Bus** | **Visits in the local area** | **Visits in the local area** |