

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Do you want to be friends</b>	<b>Will you read me a story</b>	<b>Where does snow go</b>	<b>Do cows drink milk?</b>	<b>Why do zebras have stripes</b>	<b>Who lives in a rock pool?</b>
English	Introducing Oxford Reading Tree characters Starting school – Jannet Ahlbar Friends by Eric Carle Alfie and his very best friends - Shirley Huges	The little red hen Rama & Sita Goldilocks and the three bears Jolly postman	The polar bear and the snow cloud Jane Cabrera Over and under the snow Katre messmer The Gruffalos child	The Hungry Caterpillar A squash and a squeeze The three little pigs Enormous turnip	Handas surprise The tiger who came to tea Rumble in the jungle Giraffes can't dance	Share in a shell Pirates love underpants Rainbow fish Fish who could wish
Maths	<u>Reception</u> <b>Number:</b> Counting objects to 10 <b>SSM:</b> Describe position Describe 2D shapes Continue Repeating patterns	<u>Reception</u> <b>Number:</b> Recognising numerals 1-10. Selecting numerals to represent 1-10. <b>SSM:</b> Ordering 2/3 items by length or height.  <u>Nursery</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses positional language. Beginning to represent numbers using fingers, marks on paper or pictures. Realises not only objects, but anything can be counted, including steps, claps or jumps.	<u>Reception</u> <b>Number:</b> Begin using the language of 'more' and 'fewer' to compare 2 sets of objects. Estimation. <b>SSM:</b> Orders and sequences familiar events.  <u>Nursery</u> Knows that numbers identify how many objects are in a set. Shows awareness of similarities of shapes in the environment. Recites numbers in order to 10.	<u>Reception</u> <b>Number:</b> Counting 2 separate groups of objects to find the total. Says the number that is one more than a given number. <b>SSM:</b> Orders or sequences familiar events. Uses everyday language related to time.  <u>Nursery</u> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	<u>Reception</u> <b>Number:</b> Says one more than a given number. Finding one more and one less than a given number. Beginning to use vocabulary involved in adding and subtracting. <b>SSM:</b> Begin to use mathematical names and describe 3D shapes.  <u>Nursery</u> Shows interest in shapes in the environment. Sometimes matches numeral and quantity correctly.	<u>Reception</u> <b>Number:</b> Adding and subtracting one. <b>SSM:</b> Orders 2 items by weight or capacity. Beginning to use everyday language relating to money.  <u>Nursery</u> Shows awareness of similarities of shapes in the environment. Uses positional language. Compares two groups of objects, saying when they have the same number.
Understanding the world	<u>Reception</u> Listens to and responds to ideas expressed by others. To answer how and why questions. Uses vocab focused on objects and people that are of importance to them. Technology: Uses ICT hardware to interact with age-appropriate computer software.  <u>Nursery</u> – To identify action words by pointing to correct picture. Uses language as a powerful means of widening contacts, sharing feelings and experiences. To learn new words rapidly	<u>Reception:</u> <b>P&amp;C:</b> Enjoys joining in with family customs and routines. Celebrations (Diwali, Harvest, Halloween, Bonfire night, Remembrance day, Christmas) Technology: Completes a simple program on a computer.  <u>Nursery:</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	<u>Reception:</u> <b>TW:</b> Looks closely at differences and change. Technology: Uses ICT hardware to interact with age-appropriate computer software.  <u>Nursery:</u> Recognises and describes special times or events for family or friends.	<u>Reception:</u> <b>TW:</b> To know about similarities and differences in living things. To make observations of animals and give explanations. Technology: Completes a simple program on a computer.  <u>Nursery:</u> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	<u>Reception:</u> <b>TW:</b> Looks closely at similarities, differences and patterns. Technology: Uses ICT hardware to interact with age-appropriate computer software.  <u>Nursery:</u> Developing an understanding of growth, decay and changes over time.	<u>Reception:</u> <b>TW:</b> To talk about features of their own immediate environment and how environments may vary from one another. Technology: Completes a simple program on a computer.  <u>Nursery:</u> Can talk about some of the things they have observed such as plants, animals, natural and found objects.

EBL	Big Question:					
EAD	<p><u>Reception</u> <b>EUMM:</b> Understand that they can use a line to enclose a space and then begin to use this space to represent an object. Explores and learns how sounds and colours can be changed. <u>Nursery</u> Experiments with blocks, colours and marks. To join in singing favourite songs.</p>	<p><u>Reception:</u> <b>EUMM:</b> Selects tools and techniques needed to shape, assemble and join materials. <b>BI:</b> Plays co-operatively as a small group to develop and act out a narrative. <u>Nursery:</u> Enjoys joining in with dancing and ring games.</p>	<p><u>Reception:</u> <b>EUMM:</b> Understands that different media can be combined to create new effects. Constructs with a purpose in mind using a variety of resources. <b>BI:</b> Introduces a storyline or narrative to their play. <u>Nursery:</u> Taps out simple repeated rhythms.</p>	<p><u>Reception:</u> <b>EUMM:</b> Selects tools and techniques needed to shape, assemble and join materials. <b>BI:</b> Plays alongside others who are engaged in the same theme. <u>Nursery:</u> Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p><u>Reception:</u> <b>EUMM:</b> Explores different sounds of instruments. Begins to build a repertoire of songs and dances. Experiments to create different textures. <b>BI:</b> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <u>Nursery:</u> Explores and learns how sounds can be changed. Explores colour and how colours can be changed.</p>	<p><u>Reception:</u> Uses simple tools and techniques competently and appropriately. <b>BI:</b> Plays alongside others who are engaged in the same theme. <u>Nursery:</u> Beginning to be interested in and describe the texture of things.</p>
PSED	<ul style="list-style-type: none"> <li>-Can describe self in positive terms and talk about abilities.</li> <li>-Initiates conversations and take account of what others say.</li> <li>-Can negotiate and solve problems.</li> <li>-Work as part of a group.</li> <li>-Play together and keep play going</li> </ul>	<p><u>Reception:</u> Initiates conversations, attends to and takes account of what others say. <u>Nursery:</u> Can select and use activities and resources with help.</p>	<p><u>Reception:</u> Explains own knowledge and understanding, and asks appropriate questions of others. <u>Nursery:</u> Can play in a group, extending and elaborating play ideas, E.g. building up a role-play activity with other children.</p>	<p><u>Reception:</u> Aware of the boundaries set, and of behavioural expectations within the setting. <u>Nursery:</u> Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p><u>Reception:</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <u>Nursery:</u> Enjoys responsibility of carrying out small tasks.</p>	<p><u>Reception:</u> Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride. <u>Nursery:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p>
C&L	<ul style="list-style-type: none"> <li>-Two channelled attention - can listen and do.</li> <li>-Responds to instructions involving a two part sequence.</li> <li>-Links statements and sticks to a main theme or intention</li> <li>-Uses talk to clarify thinking, ideas, feelings and events</li> </ul>	<p><u>Reception:</u> Able to follow a story without pictures or props. Listens to and responds to ideas expressed by other in conversations or discussions. Introduces a storyline or narrative to their play. <u>Nursery:</u> Understands use of objects (e.g. "What do we use to cut things?")</p>	<p><u>Reception:</u> Extends vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. <u>Nursery:</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p><u>Reception:</u> Maintains attention, concentrates and sits quietly during appropriate activity. <u>Nursery:</u> Builds up vocabulary that reflects the breadth of their experiences.</p>	<p><u>Reception:</u> Two-channelled attention- can listen and do for a short span. <u>Nursery:</u> Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p><u>Reception:</u> Maintains attention, concentrates and sits quietly during appropriate activity. <u>Nursery:</u> Beginning to understand 'why' and 'how' questions.</p>

<p>PD</p>	<p>Parachute Games Movement to music Locomotion Spatial awareness Showing increasing control over an object, pushing patting</p>	<p><u>Reception:</u> Experiments with different ways of moving. Jumps off an object and land appropriately. Shows a preference for a dominant hand. Begins to form recognisable letters  <u>Nursery:</u> Draws lines and circles using gross motor movements.</p>	<p><u>Reception:</u> Uses simple tools to effect changes to materials. Handles tools, objects and malleable materials safely and with increasing control. <u>Nursery:</u> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p><u>Reception:</u> Eats a healthy range of foods and understand the need for variety in food. Practices some appropriate safety measures without direct supervision.  <u>Nursery:</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p><u>Reception:</u> Shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.  <u>Nursery:</u> Can stand momentarily on one foot when shown. Can catch a large ball.</p>	<p><u>Reception:</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  <u>Nursery:</u> Practice sports day Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>
<p>Trips</p>	<p>The Children’s Play Village</p>					