

		AUTUMN <b>Do you want to be friends? Do Pinecones Know It's Raining?</b>		SPRING <b>Will you read me a story? How can your garden grow?</b>		SUMMER <b>Why Do Pirates Wear an eyepatch? Are you mad about mini beasts?</b>	
Dependent on transition and baseline information some overlearning of prior age bands might occur.							
Communication & Language	Focus Teaching	Story Time- Listen to and talk about stories to build familiarity and understanding. <b><u>Favourite Five</u></b>	Story Time- Listen to and talk about stories to build familiarity and understanding. <b><u>Favourite Five</u></b>	Story Time- Listen to and talk about stories to build familiarity and understanding. <b><u>Favourite Five</u></b>	Story Time- Listen to and talk about stories to build familiarity and understanding. <b><u>Favourite Five</u></b>	Story Time- Listen to and talk about stories to build familiarity and understanding. <b><u>Favourite Five</u></b>	Story Time- Listen to and talk about stories to build familiarity and understanding. <b><u>Favourite Five</u></b>
	Provision opportunities	<ul style="list-style-type: none"> <li>Learn new vocabulary and use this throughout the day and in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Articulate their ideas in well-formed sentences</li> <li>Use talk to help work out problems, organise thinking and activities</li> <li>Develop social phrases</li> <li>Engage in non-fiction books and develop new knowledge using these</li> </ul> <p>Stem Sentences, articulate ideas through well- formed sentences, adult interactions during daily story time/ co-player, sharing news, becoming independent speakers.</p> <p>Through whole curriculum opportunities such as Science, Art, DT, Geography, History, PE, Computing, RE and Music</p> <p>Through following Read Write Inc SSP Programme, reading books, non-fiction texts and Literacy Tree Texts.</p>					
PSED	Focus Teaching	<b>PSED Jigsaw-</b> Being me in my world. I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's	<b>PSED Jigsaw-</b> Celebrating difference Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments	<b>PSED Jigsaw-</b> Dreams and Goals Stay motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals	<b>PSED Jigsaw-</b> Healthy Me. Have made a healthy choice Have eaten a healthy, balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy friendships	<b>PSED Jigsaw-</b> Relationships. Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others	<b>PSED Jigsaw –</b> Changing me Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people

		rights and this means we should all be allowed to learn and play I am learning what being responsible means			Know how to keep calm and deal with difficult situations	when they feel upset and hurt Know and show what makes a good relationship	Know who to ask for help if they are worried about change Are looking forward to change
	Provision opportunities	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of a challenge</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspective of others</li> <li>• Manage their own needs</li> </ul> <p>Circle time activities, time to talk, PSHE interactive display, role play, and support within provision with adult interactions.</p>					
Physical Development	Focus Teaching	<u>Get Set 4 PE</u> <b>Fundamental skills Unit</b> <u>1</u> Agility Balancing Changing direction Running Jumping Hoping	<u>Get Set 4 PE</u> <b>Dance</b> Co ordination Travelling Copying and performing actions	<u>Get Set 4 PE</u> <b>Gymnastics</b> Balance Shapes Jumps Rocking Rolling	<u>Get Set 4 PE</u> <b>Fundamental skills Unit</b> <u>2</u> Agility Balancing Changing direction Sliding Galloping Skipping	<u>Get Set 4 PE</u> <b>Games</b> Running Striking a ball Throwing Balancing Changing direction	<u>Get Set 4 PE</u> <b>Ball skills</b> Rolling a ball Tracking a ball Throwing at a target Bouncing a ball Dribbling a ball with feet Kicking a ball
	Provision opportunities	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills already acquired</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Develop small motor skills</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Know and talk about the different factors that support their overall health and wellbeing</li> <li>• Develop skills needed to manage the school day successfully (lining up, mealtimes and personal hygiene)</li> </ul> <p>Opportunities to enhance fine motor skills through threading, cutting, pressing, grasping, pinching, rolling, using different sized tools. Outdoor area that challenges children's gross motor skills through balance, climbing, strength, coordination and agility. This impacts the development of strong muscles, bones and heart.</p>					

Literacy	Focus Teaching	<b>Text focus; Vocabulary Development</b> Where the wild things are. Bring the rain to Kapiti plain	<b>Text Focus; Vocabulary Development</b> Super Milly Halibut Jackson	<b>Text Focus; Vocabulary Development</b> The Magic Paintbrush Little Red	<b>Text Focus; Vocabulary Development</b> The Tiny Seed I Will Not Ever Never Eat a Tomato –	<b>Text Focus; Vocabulary Development</b> The Night Pirates Hairy Maclary	<b>Text Focus; Vocabulary Development</b> So Much Oi Frog!
	Provision opportunities	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words so that they can read short words</li> <li>• Read common exception words matched to the school's phonic programme</li> <li>• Re-read books to build confidence, fluency and enjoyment</li> <li>• Form lowercase and capital letters correctly</li> <li>• Spell words by identifying sounds and writing them</li> <li>• Write short sentences</li> <li>• Re-read what they have written to check it makes sense</li> </ul> <p>Guided reading and writing tasks with teacher, opportunities to read non-fiction books and make links. Reading corner with different texts and those in correspondence with their current reading ability. Role play area with opportunities to write for a purpose. Hot Seating and opportunities for pair share work (Shared conversations)</p>					
Maths	Focus Teaching	<b>NCETM Mastering Number</b> Subitising Cardinality, ordinality and counting Composition Comparison  <b>See Mastering Number overview</b>  <b>SSM is carefully incorporated across the curriculum and provision</b>	<b>NCETM Mastering Number</b> Subitising Cardinality, ordinality and counting Composition Comparison  <b>See Mastering Number overview</b>  <b>SSM is carefully incorporated across the curriculum and provision</b>	<b>NCETM Mastering Number</b> Subitising Cardinality, ordinality and counting Composition Comparison  <b>See Mastering Number overview</b>  <b>SSM is carefully incorporated across the curriculum and provision</b>	<b>NCETM Mastering Number</b> Subitising Cardinality, ordinality and counting Composition Comparison  <b>See Mastering Number overview</b>  <b>SSM is carefully incorporated across the curriculum and provision</b>	<b>NCETM Mastering Number</b> Subitising Cardinality, ordinality and counting Composition Comparison  <b>See Mastering Number overview</b>  <b>SSM is carefully incorporated across the curriculum and provision</b>	<b>NCETM Mastering Number</b> Subitising Cardinality, ordinality and counting Composition Comparison  <b>See Mastering Number overview</b>  <b>SSM is carefully incorporated across the curriculum and provision</b>

	<p>Provision opportunities</p>	<p>Children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. Provision will be prepared daily with challenging activities to ensure children can embed and practice again and again.</p> <p>Indoors, books in all areas of learning, mathematical games that support counting and exploring composition of numbers, opportunities within role play area and other seven areas of learning to explore number and shape, block play.</p> <p>Outdoors, Large floor marking and natural materials, bug garden and the natural world, water play, sand play, block play.</p>					
<p>Understanding the world</p>	<p>Focus Teaching</p>	<p><b><u>Past and Present/ History</u></b> Meeting people who will help us Talking about people who have helped us grow-remembering when we were babies</p> <p><b><u>People, culture and communities</u></b>  I'm Special</p> <p><b><u>The natural world</u></b>  Looking at maps- comparing our local environment with Africa  Talk about accommodation and homes; how do they differ from where we live?</p>	<p><b><u>Past and Present/ History</u></b> Talking about events in their own lives and recalling special times with their families. Birthdays, Christmas etc</p> <p><b><u>People, culture and communities</u></b>  A special baby/Christmas</p> <p><b><u>The natural world</u></b>  Looking at seasonal changes and the environment around us. The weather- Freezing, cold, temperature  Investigate materials; waterproof / non waterproof What clothes do we wear during different seasons and why?</p>	<p><b><u>Past and Present/ History</u></b> Talk about The Royals and the Monarchy in England</p> <p><b><u>People, culture and communities</u></b> A special person in a special book/ Traditions</p> <p><b><u>The natural world</u></b>  Good Health &amp; Well-Being Know and talk about the different factors that support their overall health and wellbeing; <i>Link to PE curriculum</i></p>	<p><b><u>Past and Present/ History</u></b> Talk about how people used to grow their own food and compare fast food to natural produce.</p> <p><b><u>People, culture and communities</u></b> Easter- New Life</p> <p><b><u>The natural world</u></b>  Where does our food come from?  Look at maps of Great Britain and look how much land we have to grow food and how we need to take care of our land.</p>	<p><b><u>Past and Present/ History</u></b> Talk about growing up and becoming a positive member of the community.</p> <p><b><u>People, culture and communities</u></b> Helping  Science; investigating Talk about Global issues</p> <p><b><u>The natural world</u></b>  Children to study and draw a pirate map –  Children can look and spot key locations on a local map of the area; Local shops, churches and schools etc  Talk about materials and object that can float or that sink.</p>	<p><b><u>Past and Present/ History</u></b> Talk about our next steps- transitioning into big school.</p> <p><b><u>People, culture and communities</u></b> Saying Thank you  Talk about the UN Rights of the Child- Do all children have the right to an education?</p> <p><b><u>The natural world</u></b>  Investigate different mini beasts and their habitats  Look at life cycles of butterflies Use outdoor bug garden to explore and investigate</p>

						Investigate through practical activities	
	Provision opportunities	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Draw information from a simple map</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>					
Expressive arts and design	Focus Teaching	<p><b>Music</b> Unit 1 Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look</p>	<p><b>Music</b> Unit 2 Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p>	<p><b>Music</b> Unit 1 Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world</p>	<p><b>Music</b> Unit 2 Cross-curricular and topic-based focus: Our World - explore: animals, jungle, mini beasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p><b>Music</b> Unit 1 Big Bear Funk - A Transition Unit: A. Listen and Appraise B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments C. Perform and Share</p>	<p><b>Music</b> Unit 2 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p>
		<p><b>Art</b> Inspired by <b>Howard Hodgkin</b> Self Portraits Colour mixing Use different sizes of brushes Working with colours Paint work Experimenting with brush strokes  Inspired by <b>Pablo Picasso</b></p>	<p><b>Design Technology</b> Design and make superhero capes To know that products are designed for a particular purpose. (KUW) To investigate objects and materials by using all of their senses appropriate. (PD)To use simple tools to effect changes to the materials. To manipulate materials</p>	<p><b>Art</b> Natural Art work inspired by <b>Andy Goldsworthy</b>  Organise natural materials to create pattern. Create rubbings of natural found objects.</p>	<p><b>Design Technology</b> Experience of using construction kits to build walls, towers and frameworks. Construction kits and assembled vehicles with moving wheels  'Fantastic Fruit' project. Preparing fruits</p>	<p><b>Art</b> Art with food inspired by <b>Carl Warner</b>  Begin to combine resources with different colours, textures and shapes Use imagination by selecting food to represent another real life object (Broccoli could be a tree)</p>	<p><b>Design Technology</b> Early experiences of working with paper and card to make simple flaps and hinges.  'Hinges and Catches' project. Children to explore how materials are joined together so they can still move. Children will then design and make a</p>

		<p>Drawing/painting Draw and paint human figure Identify shape and colours of humans and animals Use single line pencil techniques</p>	<p>to achieve a planned effect. To use a variety of materials e.g Velcro, string, wool. To experiment with different joining techniques.</p>			<p>Explore a range of materials eg. Pasta, rice, veg, string, fabric, tissue paper.</p>	<p>special box for a purpose.</p>
	<p>Provision opportunities</p>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning refining ideas and developing their ability to represent them</li> <li>• Create collaboratively sharing ideas, resources and skills</li> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul> <p>Creating music indoors and outdoors, singing songs, dancing, a role play area that changes termly based on Literacy texts and children’s interests, block play, small world play, workshop area that is replenished weekly with different media and materials, different sized brushes, opportunities to colour mix. Construction kits and assembled vehicles with moving wheels. Box modelling opportunities with links to current learning such as making telescopes and treasure chests, box modelling habitats. Opportunities of designing, making and evaluating products for a specified user and purpose.</p>					