

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Background theme</u>	Me, myself and I..and a healthy outlook		Traditional Tales		Our Natural World	
<u>Texts</u>	<ul style="list-style-type: none"> • Maisey’s Preschool. • Hamster learns to help. • Kitten learns to listen. • Bear learns to share. • Puppy learns to say please. • Differences Story sack) • Feelings (story sack) • Tiger who came to tea. • Bear Hunt. • Stickman 		<ul style="list-style-type: none"> • Goldilocks and the three bears. • The Three Little Pigs. • The Gingerbread Man. • Jack and The Beanstalk. • Little red riding hood. • Jackfrost. 		<ul style="list-style-type: none"> • The Growing Story • Harvey the gardener • Hungry Caterpillar • The very greedy bee. • Mad about minibeasts. 	
<ul style="list-style-type: none"> • We follow Little Wandle Foundations for Phonics and use texts for story times. 						
<u>Key Vocabulary</u>	School. Help. Stop. Listen. Please. Thankyou. Manners. Share. Sharing. Work together. Team. Teamwork. First. Then. Next.		Story. Tale. Ideas. Opinions. Beginning. Middle. End. Author. Illustrator. Text. Writing. Re-enact. Imagination. Big. Huge. Tall. Gigantic. Soft. Hard. Solid. Stranger. Danger.		Grow. Growing. World. Environment. Natural. Nature. Animal. Human. Plant. Seed. Manifest. Bug. Insect. Investigate. Flower (and parts). Pollination.	
Personal, Social and Emotional Development.	<ul style="list-style-type: none"> • Opportunity to develop positive relationships and develop confidence. (Key person, and peers) • Opportunity to develop healthy independence and self-help. • Access, look after and share resources independently. • Children to receive praise and encouragement in all tasks as 		<ul style="list-style-type: none"> • Opportunity for choice and imaginative play. • Opportunities to learn about, and solve conflicts during free play. E.g. accepting that not everyone can be the big bad wolf in the game, and suggesting other ideas. • Social opportunities for sharing and turn taking. 		<ul style="list-style-type: none"> • Opportunity to fully participate and share ideas in relation to our learning journey and next steps. • Fully understand rules and boundaries and can use this knowledge accordingly on a day to day basis. • Opportunity to show perseverance when carrying out 	

	<p>they develop their sense of responsibility and membership.</p> <ul style="list-style-type: none"> • Opportunity to practice positive rules and boundaries. <p>Focus teaching</p> <ul style="list-style-type: none"> • Circle activities – being together and learning new routines. • Social activities – learning social boundaries. • Activities to encourage learning about feelings. • Peer massage. 	<ul style="list-style-type: none"> • Opportunity to be involved and develop confidence and express ideas and opinions. • Opportunity to develop self-help and independence as they enjoy role play dressing up etc. <p>Focus teaching</p> <ul style="list-style-type: none"> • Story time – Working together and acting out, as well as learning key phrases from stories. • Small world play. • Turn taking games. 	<p>a chosen activity, and to receive praise for their efforts.</p> <p>Focus teaching</p> <ul style="list-style-type: none"> • Circle time – floor book. • How we have grown, celebrate our achievements.
<p>Communication and Language</p>	<ul style="list-style-type: none"> • Opportunity to talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling through experiencing different situations. • Opportunity to talk freely about themselves and their family within the group. • Opportunities to ask questions, and offer their opinions as they show their understanding. • Opportunity to start a conversation with an adult or a friend and continue it for many turns. • Opportunity to be able to listen, and respond accordingly. 	<ul style="list-style-type: none"> • Opportunity to listen to stories, and ask questions as they understand what is happening. • Opportunity to talk about story settings and characters. • Opportunity to use story language as they become engrossed in role play. • Opportunity to use small word resources to create their own stories, characters and settings. <p>Focus teaching</p> <ul style="list-style-type: none"> • Phase 1 phonics. • Circle times – continuing story ideas and conversation, offering ideas and opinions within the group. 	<ul style="list-style-type: none"> • Opportunity to listen to, and follow directions in a more focussed activity. • Opportunity to listen to ideas expressed by others in conversation or discussion. • Opportunity to talk about, and reflect what we have been doing. • Opportunity to explore extended vocabulary and use it throughout their chosen tasks. <p>Focus teaching</p> <ul style="list-style-type: none"> • Phase 1 phonics – beginning to introduce some of Phase 2. • Step by step activities (listening to instruction)

	<p>Focus teaching</p> <ul style="list-style-type: none"> • Phase 1 phonics • Carpet times <ul style="list-style-type: none"> - Discuss feelings and their meanings, and think about how others may be feeling. - Look at past class photos and family pictures and encourage children to retell their story. - Discuss routines and boundaries. - Name games. 	<ul style="list-style-type: none"> • Create a 'show' for deeper learning and understanding. – Make characters and props / dress up to create their own show / story to perform to friends. 	<ul style="list-style-type: none"> • Circle times – recap activities to deepen learning and show understanding.
<p>Physical Development</p>	<ul style="list-style-type: none"> • Opportunity to learn about their bodies - hygiene, keeping healthy, independence and self-help skills. • Opportunity for challenge in our outdoor areas and forest area. • Daily opportunities to practice putting coats on and fastening themselves. • Opportunity to be able to choose the right resources to carry out their plan. • Opportunity to develop confidence, competence and creativity. • A variety of resources to allow children to add detail to their drawing and creations. <p>Focus teaching</p>	<ul style="list-style-type: none"> • Opportunity to use outdoor resources to build and create as they re-enact on a larger scale. • Opportunity to practice fine motor skills as they use tools to create stories and characters. • Opportunity to move in a variety of ways. • Opportunity to practice independence and self-help skills as they enjoy dressing up activities. <p>Focus teaching</p> <ul style="list-style-type: none"> • Dough disco. • Write dance. • Using tools to create characters and stories. E.g. split pins for characters, treasury tags to create own books. 	<ul style="list-style-type: none"> • Opportunity to manipulate various tools and materials. • Opportunity to explore movement in a variety of ways, and suggest their own ways. • Opportunity to challenge themselves, but can recognise danger remembering any safety rules. • Opportunity to observe the effects of activity on their bodies, and are aware of any changes as they grow. • Established self-care routines. <p>Focus teaching</p> <ul style="list-style-type: none"> • Dough disco. • Write dance. • Fine motor activities throughout environment.

	<ul style="list-style-type: none"> • Hand washing and oral health. • Healthy bodies and exercise. • Outdoor rules and boundaries. • Discuss safety within the different environments. • PE sessions – gross motor. • Dough disco and other related activities – fine motor. 	<ul style="list-style-type: none"> • PE sessions – move like a said character. • Create a group story. Group mark making on large sheet of paper. 	<ul style="list-style-type: none"> • PE sessions
Literacy	<ul style="list-style-type: none"> • Daily opportunity to listen to and join in with stories, rhymes, songs and poems. • Opportunity to explore a range of books and stories. • Opportunity to explore books and materials from different cultures so that children can explore pattern and compare differences and similarities. • Opportunity to share stories and talk about what is happening. • Writing opportunities throughout the environment. <p>Focus teaching</p> <ul style="list-style-type: none"> • Name writing opportunities. • Daily group story times. • Rhyme bag. • Direction for purposeful writing and mark making. 	<ul style="list-style-type: none"> • Daily opportunity to listen to and engage in extended conversations about stories, learning new vocabulary. • Opportunity to talk about and understand the concepts of print. • Purposeful writing opportunities throughout the environment. • Opportunity to listen to, join in with and make up their own songs and rhymes. • Opportunity to experiment with language and vocabulary as they use their imaginations, offer ideas and tell their own stories. • Opportunity to understand the structure of a story. <p>Focus teaching</p> <ul style="list-style-type: none"> • Act out and retell stories using props. • Name writing opportunities. 	<ul style="list-style-type: none"> • Opportunity to discussing about beginning, middle and end of a story • Learning about key words in stories and their meanings. Learning new vocabulary • Introduction of more sounds and ‘robot’ talk <p>Focus teaching</p> <ul style="list-style-type: none"> • Story structuring games • Repetition of books at story time • Curiosity Box with objects related to key words • Interactive story displays

		<ul style="list-style-type: none"> Practicing mark making and writing for a purpose, e.g. title of own story / naming a character etc. 	
<p>Maths</p>	<ul style="list-style-type: none"> Opportunity to learn about routines, patterns and structure. – First, then, next. Opportunity to learn about weekly structure and seasons. Opportunity to talk, and learn about the patterns and shapes around them. Opportunity to explore number names through counting, songs, rhymes and stories. Explore numerals in the environment. <p>Focus teaching</p> <ul style="list-style-type: none"> Group times <ul style="list-style-type: none"> Days of the week Month Season Counting girls Counting boys How many children altogether? Guess a drawing by the shapes being used. Explore size and weight. 	<ul style="list-style-type: none"> Opportunity to access number books and number rhyme props in the environment. Join in with number songs. Understand position through words alone. Begin to describe a sequence of events. Count with 1:1 correspondence. Make their own pictures using shapes. Represent numbers using fingers, and begin to make marks representing the idea of number. Recognise shapes in the environment. Begin to recognise numbers in the environment. <p>Focus teaching</p> <ul style="list-style-type: none"> Hide the object game – positional language. What happened in the story? – Sequencing. Counting objects throughout provision. Use fingers to represent number during rhyme time. 	<ul style="list-style-type: none"> Ordering numerals. Recognise numerals 1-10. Match numeral to quantity. Opportunity to explore capacity with available resources., and create their own experiments. Opportunity to share books with numbers and counting. Compare quantities using language ‘more than’, ‘fewer than’. Count a scattered arrangement of objects with 1:1 correspondence.

		<ul style="list-style-type: none"> • Create their own drawing using 2D shapes. • Make models with 3D shapes. 	
Understanding the World	<ul style="list-style-type: none"> • Opportunity to share things which are special to them as they begin to make sense of their own life story and family history. • Opportunity to explore our home corner and recreate healthy living and past experiences. • Use of interactive board in relation to purposeful learning. <p>Focus teaching</p> <ul style="list-style-type: none"> • Circle times – sharing cultural capital. • Invite visitors to talk about themes or special times.. e.g. dental nurse / parents. • Explore seasonal changes. 	<ul style="list-style-type: none"> • Opportunity to talk about different occupations and ways of life within the stories. E.g. baker in the gingerbread man, woodcutter in little red riding hood, market place in jack and the beanstalk etc. This leads onto further discussion around occupations and ways of life. • Opportunity to talk about what they see, using a wide range of vocabulary. • Opportunity for children to explore supporting resources, and use them to deepen their learning during play. • Begin to operate interactive board in relation to background theme. <p>Focus teaching</p> <ul style="list-style-type: none"> • Baking activities – gingerbread man. • Stranger danger – red riding hood. 	<ul style="list-style-type: none"> • Opportunity to talk about different materials and changes that they notice. • Opportunity to observe and talk about growth, decay and changes over time. • Navigate a program on interactive board and stay focussed in relation to background theme. <p>Focus teaching</p> <ul style="list-style-type: none"> • Cultural capital – parental occupations
Expressive Art and Design	<ul style="list-style-type: none"> • Opportunity to enjoy singing, and explore musical instruments and movement. • Opportunity to explore and create with a variety of media 	<ul style="list-style-type: none"> • Opportunity to take part in pretend play. • Opportunity to negotiate different roles in their play. 	<ul style="list-style-type: none"> • Opportunity to engage in practical experiences. • Use movements and musical instruments to create a mood and tell a story

	<p>and materials throughout indoor and outdoor environments.</p> <ul style="list-style-type: none"> • Opportunity to explore their imagination with access to our role play, small world and construction areas. • Opportunity to practice and develop skills with a range of tools and equipment. • Opportunity to create their own designs and models. <p>Focus teaching</p> <ul style="list-style-type: none"> • Group music and movement sessions. • Model use of areas such as role play, small world and construction in order for children to achieve best possible experiences and outcomes. 	<ul style="list-style-type: none"> • Opportunity to join in with theme related songs and rhymes. • Opportunity to offer their own ideas when adding resources to our role play, small world and construction areas. • Opportunity to talk about textures as they enjoy various activities. <p>Focus teaching</p> <ul style="list-style-type: none"> • Painting, drawing, creative challenges in relation to story. • Use resources (bought / crafted) to retell a story. • Baking activities. • Food tasting activities. 	<ul style="list-style-type: none"> • Challenge painting area- powder paints to promote colour mixing • Junk modelling opportunities to create own structures and creations. <p>Focus teaching</p> <ul style="list-style-type: none"> • Using paints resources to make meaningful marks • Junk modelling activities
<p><u>Events,</u> <u>parental</u> <u>engagement</u> <u>and</u> <u>celebrations</u></p>	<ul style="list-style-type: none"> • Halloween. • Bonfire night. • Remembrance. • Children in need. • Christmas. • Autumn. 	<ul style="list-style-type: none"> • Winter. • Easter. • Valentine’s Day • Pancake Day 	<ul style="list-style-type: none"> • School trip / in house visit. • Supporting transitions. • School Readiness – Reception class visits