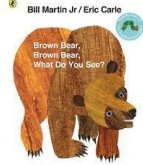
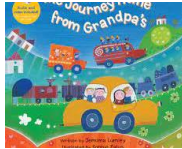

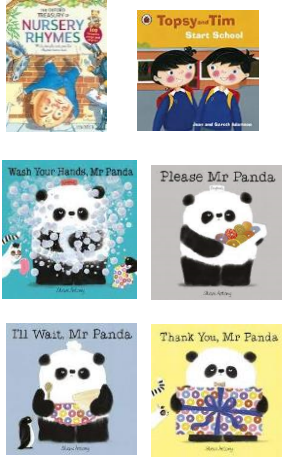






Area of Learning

Topic/Theme	Autumn 1 Me and my new school	Autumn 2 Autumn/Rainbows	Spring 1 Transport and Journeys	Spring 2 Once upon a time....	Summer 1 Green to Grow	Summer 2 Hide and Seek.
Core Text	<p>What is Aisha Doing?</p> 	<p>Brown bear, brown bear what do you see?</p> 	<p>The journey home from Grandpa's</p> 	<p>The Little Red Hen.</p> 	<p>The Very Hungry Caterpillar</p> 	<p>We're going on a bear hunt.</p> 
Supplementary Text						
Communication and language	<p>Listening carefully to others. Respond to my name Following simple instructions Talk to others about what I am doing. Understand some taught vocabulary</p>	<p>Repeat repeated phrases from books. Talk about stories. Answer questions about things I have done or seen. Use some taught vocabulary.</p>	<p>Use short sentences to talk using learnt vocabulary. about stories or events. Ask simple questions about things I have experienced.</p>	<p>Take turn in a conversation using taught vocabulary. Follow an instruction that has more than one point. Use and or because to join two sentences together Understand and respond to questions containing what and where. Use some tenses correctly in spoken language.</p>	<p>Re-tell a longer story using taught vocabulary. Follow an instruction that has two parts. Sing my favourite songs Engage in two-way conversation.</p>	<p>Listen carefully to a longer story and re-tell it. Use taught vocabulary in sentences with four to six words Understand to questions containing why. Hold a conversation with another person taking many turns. Express my point of view with reasons.</p>

<b>Physical Development</b>	<b>Gross Motor</b>	<b>PE Theme:</b> body awareness, spatial awareness kicking balls Using the climbing frame and planks	<b>PE Theme:</b> core strength. Dance-moving rhythmically Exploration of kicking, throwing balls.	<b>PE Theme:</b> travelling in different ways, core strength, and balance.	<b>PE Theme:</b> travelling in different directions catching and throwing balls and balance.	<b>PE Theme:</b> working together in a team, bilateral motor co-ordination using sequences of movements.	<b>PE Theme:</b> sports day-athletics, bilateral motor co-ordination
	<b>Fine Motor</b>	Large scale movements of whole arm Funky fingers-manipulation of objects or materials such as dough	Large scale movements of whole arm Developing manipulation of smaller equipment to create circles and curved lines. Be able to put on my own hat and coat.	Large scale mark making Developing manipulation of smaller equipment to create straight lines up/down, side to side. Swiggle while you wiggle. Development of writing the first letter of their name.	Large scale mark making. Swiggle while you wiggle. Developing manipulation of smaller equipment to create continuous humped lines Use different fasteners. Put on own shoes.	Developing manipulation of smaller equipment to create continue zig zag lines. Swiggle while you wiggle.	Developing manipulation of smaller equipment to create different patters or combinations of patterns. Put on my own sock shoes. Development of all the letters of their name.
<b>Personal, Social and Emotional Development</b>		<b>Self-Awareness</b> <i>How do I talk about me?</i>  Play by myself or with others. Begin to make friends. Know the routine of the class.	<b>Friendships: Part 1</b> <b>Anti-bullying Week.</b> <i>How can I be a good friend?</i> <b>Road Safety Week:</b> <i>how to be safe on the road.</i>  Safety use of electrical devices. Use the toilet with help.	<b>Health and Self Care</b> <i>How can I keep myself Healthy?</i>  <b>Safer Internet Day:</b> <i>Together for a better internet.</i> Describing my feelings- happy and sad. Snack monitors	<b>People and Communities: Part 1</b> <i>What do I know about my local community and the people who live there?</i> Describing my feelings excited cross or angry. Think about the feelings of others. Use the toilet by myself remembering to wash my hands.	<b>Friendships: Part 2</b> <i>What family events do I enjoy?</i> Describing my feelings worried, scared	<b>People and Communities: Part 2</b> <i>Who are my friends and family?</i> Beginning to negotiate in conflicts or roles in play. Understand my action impact on others Describing my feelings Talk to unfamiliar people in my school. <b>Transition</b>
<b>Literacy</b>		<b>Fiction:</b> HUG Nursery Rhymes  <b>Non-Fiction:</b> Topsy and Tim go to School	<b>Fiction:</b> Brown Bear brown bear what do you see?  <b>Non-Fiction:</b> Mr Panda's Colours  <b>Stories from religion:</b> Rama and Sita The Christmas Story	<b>Fiction:</b> The Journey home from Grandpa's  <b>Non-fiction:</b> Transport	<b>Fiction:</b> The Little Red Hen  <b>Non-Fiction:</b> Chickens  <b>Stories from religion:</b> The Easter Story	<b>Fiction:</b> The very hungry caterpillar  <b>Non-fiction:</b> Caterpillar to butterfly.	<b>Fiction:</b> We're going on a bear hunt.  <b>Non-fiction:</b> National Geographic -Bears
		<b>Red Rose Phase 1 Phonics</b> Tuning in, Listening, and remembering sounds from Aspects 1-4 and 6		<b>Red Rose Phase 1 Phonics</b> Tuning into sounds from Aspect 5 Listening, and remembering sounds and talking about sounds from Aspects 1-4 and 6		<b>Red Rose Phase 1 Phonics</b> Listening, and remembering sounds from Aspect 5 Talking about sounds from Aspects 4-6. All of Aspect 7	
<b>Mathematics</b>		<b>Recognising</b> colours-red, blue, yellow, green, purple. <b>Matching and sort</b> by colour, shape, size.	<b>Comparison</b> More than fewer than same. <b>Shape space and Measure</b> Explore and build with shapes and objects. <b>Pattern</b> Explore repeats.	<b>Subitising</b> , I see 1, 2, 3 <b>Pattern</b> Join in with repeats <b>Shape, space and measure</b> Explore position and space.	<b>Shape Space and Measures</b> Explore position and routes. <b>Pattern</b> Explore patterns <b>Counting</b> -Take and give 1, 2, 3 <b>Shape space and measures-</b> Match, talk, push and pull	<b>Pattern</b> Lead on own repeats. <b>Shape space and Measure</b> Start to Puzzle. <b>Pattern</b> Making patterns together	<b>Pattern</b> – My own pattern <b>Comparison</b> Match sort and compare. <b>Counting</b> -Stop at 1, 2, 3, 4, 5.

			<b>Counting</b> -Hear and say number names. <b>Counting</b> -Begin to order number names.	<b>Subitising</b> -Show me 1, 2, 3. <b>Counting</b> -Move and Label 1, 2, 3	<b>Subitising</b> - Talk about dots. <b>Comparison</b> - Compare and sort collections.	<b>Subitising</b> -Make games and actions <b>Counting</b> -Show me 5.	
My Understanding the World	Past and Present	<b>Chronology</b> Timeline of a session	<b>Communication</b> Timeline of me focus on birthdays.	<b>Chronology</b> Sequence of a journey.	<b>Vocabulary</b> Sequence of an event. What is first then, and last.	<b>Vocabulary</b> Understand the words used for the days of the week and link some specific activities to some days for example PE on Friday	<b>Communication</b> Talking about growing up and how we are changing moving to new classes. Investigate old teddy compared to a new one.
	People, Culture and Communities	<b>Geography: Fieldwork:</b> Me and my new school. <b>Celebrations: Describe</b> -Yom Kippur/Sukkot	<b>Geography: Fieldwork:</b> colour walks around school/Moor Park <b>Celebrations: Respect</b> Diwali Advent and Christmas	<b>Geography: Mapping:</b> Journey to school. <b>Celebrations: Research:</b> Chinese New Year, Lent	<b>Geography: Mapping:</b> journey to the supermarket and Rosies Walk. <b>Celebrations: Describe:</b> Easter, Mother’s Day, Ramadan, Eid	<b>Geography: Use of IT:</b> using technology apps, video clips and cameras. <b>Celebrations</b> <b>Communication:</b> Pentecost	<b>Geography: Enquiry:</b> Talk about comment about local environment. <b>Celebrations: Vocabulary:</b> Eid, Father’s Day Rath Yatra
	Natural World	<b>Humans:</b> Learn about their senses. Learn how to care of themselves. <b>Scientific Enquiry: Classification:</b> Sort using different senses. Which do you like/not like?  <b>Sounds:</b> Listen to sounds, Make sounds. <b>Scientific Enquiry: Comparative testing:</b> Compare the sound of rhythm sticks on different surfaces.	<b>Light:</b> Explore light sources. Shine light on or through different materials <b>Scientific Enquiry: Comparative testing:</b> Compare how reflective different materials are.  <b>Electricity:</b> Identify electrical devices. Use battery-powered devices. <b>Scientific Enquiry: Classification:</b> Identify objects that use electricity to work. Identify devices that use batteries and/or mains electricity.	<b>Forces:</b> Feel forces. Explore how things work. <b>Scientific Enquiry: Comparative testing:</b> compare the path of different windup toys.  <b>Living things and their habitats:</b> Explore the surrounding natural environment. Explore natural objects from the surrounding environment <b>Scientific Enquiry: Classification:</b> Find and identify natural objects to include in the collection.	<b>Materials, including changing materials:</b> Combine and mix ingredients. Change materials by heating and cooling, including cooking. <b>Scientific Enquiry: Observing over time:</b> How does the biscuit mixture change?  <b>Forces:</b> Explore how objects/materials are affected by forces. <b>Scientific Enquiry: Classification:</b> Sort objects according to whether they float or sink.	<b>Plants:</b> Grow plants. <b>Researching using secondary sources:</b> Look at seed packets and bulb packets to learn how to plant and care for them.  <b>Animals excluding humans:</b> Learn about the life cycles of animals <b>Scientific Enquiry: Research using secondary sources:</b> Find out more about the life cycles of animals	<b>Materials, including changing materials:</b> What is mud? <b>Scientific Enquiry: Observing over time:</b> What happens to soil when we add water?  <b>Plants:</b> Grow plants. <b>Scientific Enquiry: Observing over time:</b> How does a plant change as it grows?
	Seasonal Change		Autumn	Winter	Spring	Summer	
Expressive Arts and Design	Creating with Materials	<b>DT: Explore:</b> construction resources <b>Art: Observations, communication:</b> Self Portraits My family <b>Art: Aesthetic awareness:</b> Transient art faces	<b>DT: Design:</b> talking about their ideas-Christmas cards. <b>Art: Observations:</b> Autumn <b>Art: Art process and techniques:</b> colour mixing linked to rainbows	<b>DT: Make:</b> recycled materials-vehicles <b>Art: Aesthetic Awareness, Art process and techniques:</b> printing in the style of Andy Warhol	<b>DT: Evaluate:</b> Making pizza evaluate what they like and dislike as toppings. <b>Art: Art process and techniques:</b> colour mixing	<b>DT: Tools/safety:</b> correct use of knives to prepare fruit salad. <b>Art: Art process and techniques, evaluation:</b> printing-using other objects to create patterns that repeat	<b>DT: evaluate tools and safety:</b> Making food for the teddy bear’s picnic. <b>Art: Aesthetic awareness, physical skill:</b> create bear using pattern over collage. In the style of Heather Galler.
	Being Imaginative and Expressive	Familiar nursery rhymes and number songs. <b>Music theme:</b> Me! <i>growing, homes, colour, toys, how I look</i>	New nursery rhymes and number songs. Small world linked to the story. <b>Music theme:</b> My Stories: <i>growing, homes, colour, toys, how I look</i>	Songs linked to transport. Small world play linked to vehicles. <b>Music theme:</b> Everyone: <i>family, friends, people, music from around the world</i>	Songs linked to farms and farm animals. Small world linked to farms. <b>Music theme:</b> Our World (pitch): <i>Animals, Jungle, Minibeasts, Night and day, Sand and water, Seaside, Seasons, Weather, Sea, Space</i>	Songs linked to caterpillars, butterflies, and gardens. Small world linked to the story. <b>Music theme:</b> Big Bear Funk: <i>a transition unit</i>	Songs linked to bears. Small world link to the story. <b>Music theme:</b> Reflect, Rewind and Replay!
	Role Play	Domestic Play	Domestic play	Aeroplane/train	Café/ bakery	Planting area (outside)	Vets/doctors

<b>Outdoors</b>	Gross Motor Skills Sharing	Gardening Transient Art	Investigations Messy Maths	Fine Motor Skills Gardening Outdoor Kitchen	Sand & Water Investigations	Mini-beast Hotel Take Away/Café Big Box Modelling
<b>Enrichment</b>	Visit different area of school-infant hall, canteen, KS2 hall, office.	Visit Moor Park. Colour walks	Visit Moor Park Bird watching-Live bird cams RSPB, wildlife trusts	Virtual Farm visit. Shopping Trip to Sainsburys. Baking-pizza	Watch caterpillar growing and changing to butterflies. Time lapse growth of caterpillars. Planting seeds for butterflies. Making fruit salad.	Teddy bears picnic Trip to moor park for a bear hunt.