

**Communication and Language**  
**(Listening, Attention and Understanding, Speaking)**

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	<b>Where will our future take us?</b>	<b>Hidden behind the picture is...?</b>	<b>Can we investigate?</b>	<b>What's between the pages?</b>	<b>How sustainable are we?</b>	<b>What makes us unique?</b>
<b>Values (linked to learning behaviours)</b> Respect	Respect	Equality	Empathy	Happiness	Responsibility	Resilience
<b>One Planet Principle Focus</b>  <b>Equity and local economy</b> Careers Day- What do I want to be when I am older? Visits from various careers, Police, Firefighter, Farmer, Pest Control, Doctor, builder, Plumbers, sports person. Demonstrate how they write, to inspire writing!  Dress up day  <b>Sustainable Transport</b>	<b>Equity and local economy</b> Careers Day- What do I want to be when I am older? Visits from various careers, Police, Firefighter, Farmer, Pest Control, Doctor, builder, Plumbers, sports person. Demonstrate how they write, to inspire writing!  Dress up day  <b>Sustainable Transport</b>	<b>Sustainable Water</b> <b>Zero Carbon</b>  <b>Fundraiser for water aid.</b> We can use rainwater for our toilets and have taps. Can we donate for others to have wells? <b>5 hour Danceathon?</b>  Christmas jumper swap shop End November time	<b>Zero Waste</b> <b>Land Use and Wildlife</b>  Unwanted Christmas present swap shop (toys and books)	<b>Culture and Community</b>	<b>Sustainable Materials</b>  World Bee Day	<b>Health and Happiness</b>  <b>Local and sustainable food</b>        The Enormous Turnip  Frog Olympics

						<p>Eat your greens, Goldilocks!</p> <p>Oliver's Fruit Salad</p> <p>Kitchen Disco</p> <p>Monsters don't eat Broccoli</p> <p>I can eat a rainbow</p> <p>Veg Patch Party</p>
<b>Key figure who demonstrates values/One Planet Principle</b>	<b>Alan Turing</b>	<b>Beatriz Milhazes</b>	<b>Jane Goodall</b>	<b>Michael Morpurgo</b>	<b>George Washington Carver</b>	<b>Derek Redmond</b>
Adult Led Sessions	Wellcomm Build a story/ Tales Toolkit					
<b>Skills and Knowledge</b> <i>What do we want the children to learn and know?</i>						
Me as an active listener	I will listen with interest to adults make when they read me a story	I can recognise and respond to different sounds	I can shift my attention to a different task when someone calls my name	When playing, I will show interest in sounds, songs and rhymes	I can listen to others when in small groups	When listening to stories, I will join in with repeated refrains and anticipate phrases in rhyme
Me as a confident speaker/ performer	I can hold a conversation and talk about myself	I will use language to share my feelings	I can learn new words rapidly	My sentences will be longer	I will start to ask a variety of questions	I am talking about events that happened in the past using the correct tense
Learning Environment- Big Question Enhancements	<b>Role play</b> based around real life home items- home scene-	<b>Role play</b> – café	<b>Role Play:</b> Outdoor garage- counter, till, checklists, push along	<b>Role Play:</b> Jack's house / giant's castle / 3 bears cottage	<b>Role play</b> – Farm shop	<b>Role play</b> – doctors

	<p>babies, pets, dressing up</p> <p><b>Small world-</b> dolls house with laminated mini me photos</p> <p><b>Water-</b> with soapy bubbles- washing baby clothes, hanging them up with pegs</p>	<p><b>Small World-</b> - dolls house with laminated mini me photos (linked to festivals)</p> <p><b>Tuff Tray –</b> Autumnal investigations</p>	<p>cars, overalls, spanners, tools, ramp, car wash</p> <p><b>Small World:</b> Race track created with black tape- large space/ ramps- up and down/ tunnels/ garage etc</p> <p><b>water / tuff tray:</b> car wash, brushes, bubbles, muddy cars, cloths</p>	<p><b>Small World:</b> castle / woodland cottage</p> <p><b>Puppets:</b> laminated Jack and characters from</p> <p><b>Tuff tray:</b> compost flower pots, beans to plants</p>	<p><b>Small world –</b> farm / jungle</p> <p><b>Water –</b> sea life / link to plastic pollution</p>	<p><b>Small world –</b> cleaning teeth (using Duplo bricks)</p> <p><b>Tuff tray –</b> fruit and vegetable investigation</p>
<p>Ongoing continuous Provision (third teacher)</p>	<p><b>Story telling Area</b> - range of hand puppets and characters for storytelling and opportunities for mark making</p> <p><b>Small World Area-</b> loose parts always stored in baskets accessible for children</p> <p><b>Role Play Area</b> - real life items and real life dressing up items</p>					

<p style="text-align: center;"><b>Literacy</b>  <b>(Comprehension, Word Reading, Writing)</b></p> <p style="text-align: center;"><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i></p>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	<b>Where will our future take us?</b> Ourselves	<b>Hidden behind the picture is...?</b> Colour	<b>Can we investigate?</b> Vehicles	<b>What's between the pages?</b> Traditional tales	<b>How sustainable are we?</b>	<b>What makes us unique?</b> Food
Key Texts (1 per week)  along with Rhymes, Poems and Animations	<b>Lulu loves Nursery (Camilla Reid)</b>  <b>Super Duper You</b>  <b>Titch</b>  <b>The Large Family</b>  <b>So much</b>  <b>When I grow up by Tim Minchins</b>	<b>How the crayons saved the rainbow</b>  <b>Mixed</b>  <b>Elmer</b>  <b>Aliens love underpants</b>  <b>The Crayons Christmas</b>	<b>Mr Gumpy's Motor Car</b>  <b>Duck in the truck</b>  <b>Emma Jane's Aeroplane</b>  <b>Mrs Armitage on wheels</b>  <b>The runaway train</b>  <b>10 little pirates</b>	<b>Jack and the Beanstalk</b>  <b>Goldilocks and the three bears</b>  <b>The Three Little Pigs</b>  <b>The Gingerbread Man</b>  <b>Three Billy Goat's Gruff</b>  <b>Don't count your chickens</b>	<b>Superworm</b>  <b>Monkey Puzzle</b>  <b>The Gruffalo</b>  <b>Fidgety Fish</b>  <b>Someone swallowed Stanley</b>  <b>Recycle Michael</b>	<b>Oliver's Vegetables</b>  <b>Supertato</b>  <b>Handa's Surprise</b>  <b>The Selfish Crocodile</b>  <b>The hungry caterpillar</b>
Adult Led Sessions	Phonics- RWI Nursery  Tales Toolkit / Build a Story					
Knowledge and Skills <i>What do we want the children to learn and know?</i>						

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Me as a reader	I can tell you my favourite stories	I am interested in illustrations and print	I enjoy joining in with nursery rhymes and familiar songs where there is a beat	I will repeat actions and phrases from my favourite stories	I am starting to recognise familiar words and signs	I can anticipate repeat refrains when an adult reads a story to me
Me as a writer	I can distinguish between the different marks I make	I enjoy drawing and writing on paper	I give meaning to my drawings and paintings	I make up stories when playing with my friends	I imitate adults writing using a combination of lines, shapes and symbols	I attempt to write my own name
Learning Environment- Big Question Enhancements	Pictures of families  Stories linked to families from different cultures	bright coloured paper and cards  envelopes  crayons  paint	Paper aeroplane secret messages to our friends  Postcards from holiday destinations  Map making	readymade booklets for writing own stories  seed packets  paper linked to stories	make recycled paper  looking at recycling labels on packaging  shopping lists	recipes  favourite foods  Prescriptions
Ongoing continuous Provision (third teacher)	<p>Selection of high-quality texts and storytelling props story, telling stones</p> <p>Note paper, notepads, post it notes, envelopes, cards of different sizes, different writing utensils, clipboards of different sizes, whiteboards, whiteboard pens, large rolls of paper, wallpaper, plain stickers of different sizes, labels, card from boxes- different sizes, Sellotape, scissors, range of writing equipment- pens, pencils, chunky crayons, sticks (mud writing)</p>					

<p style="text-align: center;"><b>Mathematics</b> <b>(Number, Numerical Patterns)</b></p> <p style="text-align: center;"><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	<b>Where will our future take us?</b>	<b>Hidden behind the picture is...?</b>	<b>Can we investigate?</b>	<b>What's between the pages?</b>	<b>How sustainable are we?</b>	<b>What makes us unique?</b>
Key Texts/Rhymes/Poems / Animations (Maths stories)	Various counting songs and rhymes	Where's my Teddy? (Jez Alborough)	The Wheels on the Bus	Goldilocks and the 3 Bears	Only one you	The Very Hungry Caterpillar
Adult Led Sessions	Sing number songs and rhymes using fingers and props  Start to sort items	Count small sets of objects (which can be easily moved) with 1-1 correspondence	Introduce language of size, big, bigger, small, smaller, tall, short etc  Use 2D & 3D shapes for construction and art	compare quantities, e.g. more than, fewer than  Introduce language of time, e.g. discuss daily routine	Count small sets if with 1-1 correspondence (objects, movements, sounds etc.)  Look at some simple AB repeating patterns	Play games using dice to help recognise dot patterns instantly  Use fingers to 'grow' numbers 1 to 5
(Knowledge and Skills) <i>What do we want the children to learn and know?</i>						
Me as a mathematician	I can recognise numerals of personal significance  I can use my fingers to 'grow' numbers 1 to 3	Subitise dice patterns up to 3  I can complete a simple jigsaw puzzle	I can subitise 1, 2 or 3 objects (without counting)	I can organize 2 or 3 objects in order of size  I can use some language relating to	I can use some number names and number language in play	I can match quantities up to 5 to the correct numeral

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				time e.g to sequence events		
Learning Environment- enhancements Maths Zone, STEM area, Jigsaw Area, Block Play, Construction						
Ongoing continuous Provision (third teacher)	Lots of loose parts, Numicon shapes to 5 and then 10, simple jigsaw puzzles, regular and irregular shapes, block play, construction toys, sorting trays, number tracks etc					

<p align="center"><b>Understanding the World</b>  <b>(Past and Present, People, Culture and Communities, The Natural World)</b></p> <p align="center"><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	<b>Where will our future take us?</b> Being me in my world	<b>Hidden behind the picture is...?</b>	<b>Can we investigate?</b>	<b>What's between the pages?</b>	<b>How sustainable are we?</b>	<b>What makes us unique?</b>
Multi cultural texts	<b>Hair love (Matthew Cherry)</b>  <b>Monster Trouble (Dr Readwell)</b>	<b>Binny's Diwali (Thrity Umrigar)</b>	<b>The Great Race (Emily Hiles)</b>  <b>The Runaway Wok</b>	<b>Ava's Poppy (Marcus Pfister)</b>  <b>The Princess and the Pea (Rachel Isadora)</b>  <b>Mr Wolf's Pancakes (Jan Fearnley)</b>	<b>The Proudest Blue (Ibtihaj Muhammad)</b>  <b>Under the Ramadam moon (Sylvia Whitman)</b>	<b>Handa's Surprise</b>
Festivals	Harvest Sukkot Halloween Black History Month	Divali fireworks Remembrance Hanukah Christmas	Lunar New Year Valentine's day	Shrove Tuesday St David's day Mother's Day St Patrick's day Easter St George's Day	May Day Ramadan	
Adult Led Sessions	Foraging Friday / Forest School and adult led sessions linked to Big Question Texts					
<p align="center">Knowledge and Skills  <i>What do we want the children to learn and know?</i></p>						
Me as a Historian	I have a sense of who my immediate family are	I enjoy joining in with family routines and customs	I show an interest in different occupations (link to transport)	I talk about significant events in my life (link to storytelling)	I know some of the things that make me unique	I am interested in the lives of people who are familiar to me

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Me as a Geographer	I am making my own friends	I enjoy playing in small world reconstructing first hand experiences	I show an interest in life indoors and outdoors and notice detailed features	I can plant seeds and care for growing plants	I can talk about some of the things I have observed (plants, animals, nature)	I know that I have similarities and differences and can distinguish myself from others
Me as a Scientist	I play in water to investigate washing and cleaning (wash babies and clothes)	I use pipes, funnels and other tools to transport water (link to forces)	I have the basic skills to turn on and operate digital equipment / mechanical toys	I can understand the key feature of the life cycle of a plant / chicken	I use my senses to explore a range of materials to learn cause and effect	I know that information can be retrieved from digital devices (internet)
Learning Environment- Big Question Enhancements	Looking in the mirror at ourselves- what can we see?  Guess who- baby photos- changes Toys played with as a baby	Magic Mud recipe (adding colour and sparkle to mud- cauldron and wooden spoon- mud kitchen) Pumpkins	Beebots / vehicles / ramps  maps	gardening resources / beans to plant  eggs to hatch	Different materials / listening walks	Being healthy- tasting different fruits together
Ongoing continuous Provision (third teacher)	Investigation area – magnifying glasses, magnets, loose parts, mud kitchen, gardening area, small world vehicles etc (Links to all other areas of provision)					

<b>Physical Development</b> <b>(Gross Motor Skills and Fine Motor Skills)</b>						
<p><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	<b>Where will our future take us?</b>	<b>Hidden behind the picture is...?</b>	<b>Can we investigate?</b>	<b>What's between the pages?</b>	<b>How sustainable are we?</b>	<b>What makes us unique?</b>
Adult Led Sessions Fine Motor	Dough Gym / Funky Fingers					
Adult Led Sessions Gross Motor	Squiggle While You Wiggle					
<b>Knowledge and Skills</b> <i>What do we want the children to learn and know?</i>						
Me as an active child	I can use wheeled toys with increasing skill	I hold my pencil with my thumb and all my fingers	I am showing increasing control in holding and using a range of tools	I am showing a preference for a dominant hand	I can run with spatial awareness	I can grasp and release with two hands to throw and catch a ball, beanbag or object
Learning Environment- Big Question Enhancements	Playdough – buttons & googly eyes et for creating faces & people	paintbrushes, sponges and other tools for painting	brushes & cloths for car / bike washing	garden tools for digging	natural resources (transient art)  Leaf or flower clay impressions	fruit and veg for cutting and printing
Ongoing continuous Provision (third teacher)	Bikes and scooters, tyres, planks of wood, large loose parts, chalk for large scale mark making  play dough & tools, small items with tweezers, paper clips, peg boards, geo boards, threading with beads and pasta, gloop, foam, pegs					

<p align="center"><b>Personal, Social and Emotional Development</b>  <b>(Self Regulation, Managing Self, Building Relationships)</b></p> <p align="center"><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</i></p>						
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Whole School Big Questions	<b>Where will our future take us?</b>	<b>Hidden behind the picture is...?</b>	<b>Can we investigate?</b>	<b>What's between the pages?</b>	<b>How sustainable are we?</b>	<b>What makes us unique?</b>
Adult Led Sessions (Jigsaw) <i>What do we want the children to learn and know?</i>	Being me in my world	Celebrating Difference in including anti bullying	Dreams and Goals	Healthy me	Relationships	Changing me
<p>Knowledge and Skills</p> <p><i>What do we want the children to learn and know?</i></p>						
Me as an individual member of our class and society	I know my own name and becoming aware of my abilities	I am developing an understanding of and show interests in gender, ethnicity and ability	I am making choices and showing autonomy through asserting my ideas	I am learning that actions have consequences	Through play, I am trying out different behaviours	I am showing a sense of belonging through being involved in daily tasks
Learning Environment- Big Question Enhancements	<p><b>Small world-</b> dolls house with laminated mini me photos</p> <p><b>Role play</b> based around real life home items- home scene- babies, pets, dressing up</p> <p><b>Water-</b> with soapy bubbles- washing</p>	<p><b>Role play</b> – café</p> <p><b>Small World-</b> - dolls house with laminated mini me photos (linked to festivals)</p> <p><b>Tuff Tray</b> – Autumnal investigations</p>	<p><b>Small World:</b> Race track created with black tape- large space/ ramps- up and down/ tunnels/ garage etc</p> <p><b>Role Play:</b> Outdoor garage- counter, till, checklists, push along cars, overalls, spanners, tools, ramp, car wash</p>	<p><b>Small World:</b> castle / woodland cottage</p> <p><b>Puppets:</b> laminated Jack and characters from</p> <p><b>Role Play:</b> Jack's house / giant's castle / 3 bears cottage</p>	<p><b>Role play</b> – Farm shop</p> <p><b>Small world</b> – farm / jungle</p> <p><b>Water</b> – sea life / link to plastic pollution</p>	<p><b>Role play</b> – doctors</p> <p><b>Small world</b> – cleaning teeth (using Duplo bricks)</p> <p><b>Tuff tray</b> – fruit and vegetable investigation</p>

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	baby clothes, hanging them up with pegs		<b>water / tuff tray:</b> car wash, brushes, bubbles, muddy cars, cloths	<b>Tuff tray:</b> compost flower pots, beans to plants		
Ongoing continuous Provision (third teacher)	Role play, small world, quality texts, mini me's, team building through joint construction, sharing resources etc					

<b>Expressive Arts and Design</b> <b>(Creating with Materials and Being Imaginative and Expressive)</b> <i>The development of children's <b>artistic and cultural awareness supports</b> their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i>						
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Whole School Big Questions	<b>Where will our future take us?</b>	<b>Hidden behind the picture is...?</b>	<b>Can we investigate?</b>	<b>What's between the pages?</b>	<b>How sustainable are we?</b>	<b>What makes us unique?</b>
Adult Led - Art / Creative / Design	self-portrait (using mirrors)	colour mixing	junk modelling / construction	collage	using ICT for art (Paint / Glow Draw)	printing & observational drawing
Adult Led - Music	to listen to and sing along with nursery songs and rhymes	to investigate the sounds that we can make with our bodies	to investigate the sounds that different instruments make	to explore moving to songs and music	to build a repertoire of familiar songs that I can sing	to investigate how sound is created and how we can change sound
Knowledge and Skills <i>What do we want the children to learn and know?</i>						
Me as an Artist	I am starting to understand how lines enclose a space and drawings to represent actions	I like to combine colours to see what I get	I use 3D and 2D structures to express ideas	I explore using a variety of materials to reate pictures and models	I use ICT to create simple pictures	I use tools with a purpose
Me as a Performer	I join in with singing songs	I can create sounds by rubbing, blowing and shaking	I show interest in the way sound makers and instruments make sound	I enjoy joining in with dancing and ring games	I will sing familiar songs	I am starting to explore how sound can change
Learning Environment- Big Question Enhancements	mirrors for portrait painting  pens and pencils	primary colours  colour wheels  pallets for colour mixing  selection of paining tools	Wheel painting /tracks  junk, masking tape, glue,  junk for making vehicles	a range of materials of different colours, patterns and textures  cardboard boxes (for castles)  Carboard tube beanstalks	iPads with art / drawing / painting apps  Also range of collage materials for making pictures linked to key texts  salt dough to make vegetables and fruit	Selection of Fruits and vegetables (& other resources e.g. sponges) to explore a variety of methods of printing  Fruit & veg for observational drawing & painting

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					to sell on the market stall	
Ongoing continuous Provision (third teacher)	Selection of paper of different sizes and colours, paper plates, pens, pencils, crayons, ready mixed paint, powder paint, brushes, sponges, rollers, fabric, pipe cleaners, feathers, gems, pompoms etc  Selection of musical instruments e.g. tambourines, shakers, drums, claves, castanets,					