

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	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What’s between the pages?	How sustainable are we?	What makes us unique?
Focus Area	Computing	Art/ History	Science	English/DT	Geography	PE/PSHE
Values (linked to learning behaviours)	Respect	Equality	Empathy	Happiness	Responsibility	Resilience
One Planet Principle Focus	Equity and local economy 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 Sustainable Transport	Sustainable Water Zero Carbon Fundraiser for water aid. We can use rainwater for our toilets and have taps. Can we donate for others to have wells? 5 hour Danceathon? Christmas jumper swap shop End November time	Zero Waste Land Use and Wildlife Unwanted Christmas present swap shop (toys and books)	Culture and Community	Sustainable Materials World Bee Day	Health and Happiness Local and sustainable food

Key figure who demonstrates values/One Planet Principle	Alan Turing	Beatriz Milhazes	Jane Goodall	Michael Morpurgo	George Washington Carver	Derek Redmond
Nursery Rhyme:	Miss Polly had a Dolly	The Grand old Duke of York	The Wheels on the Bus	Hey diddle diddle	Little Bo Peep	London Bridge is falling down
Key Texts: Non Fiction	Ourselves Super Duper You So Much The Large Family Herman's Letter by Tom Perceival) You Choose It's ok to be different (Sharon Pertil) First Encyclopedia of the Human Body The big book of families	Colour The Colour Thief Elmer The day the crayons quit How the Crayons saved the rainbow The mixed-up chameleon Mixed The Usborne Book of Famous Artists	Vehicles Mrs Armitage on wheels Rosie Revere Engineer Emma Janes Aeroplane The Runaway Train The Hundred Decker Bus Lost and found First Big book of Things that Go	Traditional Tales Goldilocks The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread man The Jolly Postman Homes around the world	Under the Sea Michael Recycle Tidy The Snail and the whale One Day on our Planet... in the Ocean Somebody Swallowed Stanley One Day on our Planet... in the Rainforest What a waste : Rubbish Recycling Recycling	Food The Selfish Crocodile Dear Tooth Fairy Eat Your Greens Goldilocks The Chocolate Monster Oliver's Vegetables Frog Olympics Olympig The Body Book What's on your plate
Linked Texts (to supplement alongside key texts)	Peace at Last The lion who wanted to love Sharing a shell Once There Were Giants The Growing Story The Pink Lion Real Super Heroes Baby Brains	Colour me happy Colour me sad We all belong The Colour Monster The day the crayons came home The Dot Mouse Paint The Crayons Christmas	Izzy Gizmo The Train Ride Faster, faster Little Red Train Duck in the Truck Choo Choo clickety clack Emergency! Mr Gumpy's Motor Car / Outing	Goldilocks Rocks A Chair for Baby Bear The Princess and the Giant Jim and the beanstalk The magic porridge pot The 3 little Wolves and the Big Bad Pig The Three Billy Goats Fluff	Clean up Our World (By Michael Foreman) Why do we need bees? Look inside the world of bees Yucky Worms Tiddler A planet full of plastic	Oliver's Fruit Salad Kitchen Disco Monsters don't eat Broccoli I can eat a rainbow Farmer Duck The Veg Patch Party Eat your greens Goldilocks

	Iggy Peck architect	The Rainbow Fish	Mad about Trucks and Diggers			
Adult Led Sessions	Wellcomm Build a story/ Tales Toolkit Daily Story Time					
Skills and Knowledge <i>What do we want the children to learn and know?</i>						
Me as an active listener	I will listen to others when I am in small groups and/or one to one	I will listen to and follow simple instruction	I will be able to listen or do, but can change my focus of attention	I will join in with repeated refrains and anticipate key events and phrases in rhymes	I will listen to stories with increased attention and recall and learn new vocabulary	I will listen to stories attentively and ask questions about what I have heard
Me as a confident speaker/ performer	I can hold conversations and talk about myself and my family	I can retell a simple past event in the correct order	I can question why things happen and then give an explanation	I can use my imagination and use pretend talk when in role as a character or playing with my friends	I can speak using complex sentences when talking about things that interest me, using new vocabulary	I can introduce and narrate stories when playing with my friends
Learning Environment- Big Question Enhancements Home Corner enhancement themes: See Reception Yearly Home Corner Provision Plan	Role play / Home Corner enhancement themes: A New Home / DIY, Moving In / Unpacking / Growth / Illness (Dr's Bits linked to Careers Day), Dressing Up Clothes Small world- dolls house with laminated mini me photos Water- with soapy bubbles- washing baby clothes, hanging them up with pegs	Role play- café / shop Home Corner enhancement themes: Bonfire Night / Diwali / Shopping / Money (Xmas) / Winter / Preparing for Christmas / Christmas Day Water: Different coloured water / ice cubes to experiment with colour mixing Small World- - dolls house with laminated	Role play- outdoor car wash / garage indoor farm shop, baskets, till etc / Bus Station / Train Station Home Corner enhancement themes: Cleaning – linked to Lunar New Year /New Year / Self Care – Hygiene, Exercise, Taking Care of Others (Dolls) / Taking Care of Pets / Small world- Linked to vehicles,	Role play/ Home Corner enhancement themes: Shrove Tuesday / Traditional Tales Themes (linked to stories, e.g. house with three beds, bowls, chairs, bears (crime scene) / Giants house etc) / Easter / Spring Cleaning Small world using lego... giants castle, and beanstalk to be built coming off the side of the tuff tray,	Role play / Home Corner enhancement themes: Keeping in touch with others around the World / Eid / Birthday Party / Recycling (Recycling centre boxes for each material & items to sort, hats, signs, opening times, etc) Small world- recycling truck & shredded paper Also linked to different environments, e.g.	Role play- Farm Shop / Café Home Corner enhancement themes: Summer / Holidays / Family Time / New Baby / House for Sale / Packing Up ready to move Small world- swamp, crocodiles, leaves, branches (link to story of The Selfish Crocodile) Water Tray-

		mini me photos (linked to festivals) Tuff Tray – Autumnal investigations	roads, ramps, tunnels, emergency vehicles, diggers etc Water: Car Wash, muddy vehicles, brushes cloths etc	Jacks house, Small world people. Water- Porridge oats and three sized bowls in the water tray- porridge making	ocean, rainforest, woodland etc Water tray- Make recycled paper- water & shredded paper	Babies and toothbrushes and toothpaste in water tray- practise brushing (use Duplo blocks as teeth)
Ongoing continuous Provision (third teacher)	Story telling Area - range of hand puppets and characters for storytelling and opportunities for mark making Small World Area- Invitations for learning, typical small world activities along with loose parts stored in baskets accessible at all times Role Play Area - real life items and real life dressing up items					

Literacy (Comprehension, Word Reading, Writing) <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>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What's between the pages?	How sustainable are we?	What makes us unique?
Key Texts/Rhymes/Poems/ Animations	Nursery rhymes – about ourselves Super Duper You So Much The Large Family Herman's Letter by Tom Perceival) You Choose	Nursery rhymes – about colour The Colour Thief Elmer The day the crayons that quit How the Crayons saved the rainbow	Nursery rhymes – on the about vehicles Mrs Armitage on wheels Rosie Revere Engineer Emma Janes Aeroplane The Runaway Train	Nursery rhymes – traditional nursery rhymes Goldilocks The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff	Nursery rhymes – Under the sea Michael Recycle Tidy The Snail and the whale One Day on our Planet... in the Ocean	Nursery rhymes–food The Selfish Crocodile Dear Tooth Fairy Eat Your Greens Goldilocks The Chocolate Monster Oliver's Vegetables

	It's ok to be different (Sharon Pertil)	The mixed-up chameleon Mixed	The Hundred Decker Bus Lost and found	The Gingerbread man The Jolly Postman	Somebody Swallowed Stanley One Day on our Planet... in the Rainforest	Frog Olympics Olympig
Non Fiction Texts	First Encyclopaedia of the Human Body The big book of families	The Usborne Book of Famous Artists	First Big book of Things that Go	Homes around the world	What a waste :Rubbish Recycling Recycling	The Body Book What's on your plate
Adult Led Sessions	Phonics – RWI Tales Toolkit / Build-a-Story / Drawing Club / Message Centre					
Skills and Knowledge <i>What do we want the children to learn and know?</i>						
Me as a reader	I can recognise familiar words and signs such as my own name, mummy, daddy, and my friends	I will be able to describe the main story setting, events and characters of a story	I will be able to recall stories and information that is read to me	I will re-enact and reinvent stories I have heard in my play	I will begin to read high frequency words	I will be able to put together rhyming strings but also know when it is alliteration
Me as a writer	I will print my own name, other names, and words, using combinations of lines, circles and curves, or letter-type shapes	I will start to write the initial letter sound when labeling my drawings	I will create texts with mark making in my play I will start to attempt to write my friends and families names	I will use my phonic knowledge to write words to make simple phrases	I will write simple phrases and sentences that can be read by me	I will write 2 or more simple sentences that can be read by my friends
Style of text to be explored	labels Rhymes	Simple captions & Letter Writing	Instructions & non-fiction	Story writing & Letter Writing	Non Fiction & Story Writing	Story Writing
Learning Environment- Big Question Enhancements	Name writing cards Picture frame print outs for children to draw family pictures and label family members	Name writing cards Colourful paper and envelopes crayons and felt-tip pens	Labels Card for signs lined paper	Wanted posters Letter writing, envelopes etc Story books (made with paper and string)	Own Recycled paper map making Books (story writing or N/fict text)	Signs and captions Letters to tooth fairy Books for story writing



	Card making		Letter writing, envelopes etc Map making	Outdoor stick writing with mud on to large rolls of paper	Cardboard for sign making	
Ongoing continuous Provision (third teacher)	Selection of high-quality texts – fiction and non-fiction, story-telling props Messaging Centre - 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, Sellotape, scissors, range of writing equipment- pens, pencils, chunky crayons, sticks (mud writing)					
Mathematics (Number, Numerical Patterns) <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>						
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Whole School Big Questions	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What's between the pages?	How sustainable are we?	What makes us unique?
Key Texts/Rhymes/Poems/ Animations (Maths stories)	Maths Themed Books which will be covered throughout the year: (Maths Books will be shown on Medium and Weekly Maths Planning) 10 black dots (only up to 5) by Donald Crew I spy numbers (only up to 5) one is a snail 10 is a crab 10 black dots I spy numbers in art Anno's Counting Book This is not a box Counting vehicles (cars, trains, trucks and planes / Diggers, dumper trucks and tractors) by Laura Coleman Choo Choo Clickety-Clack & Emergency! by Margaret Mayo (great for what can you see? - talk pictures) The real Princess Goldilocks and the 3 bears The 3 Little Pigs Jack & The Beanstalk The Button Box Pattern Fish			I Spy Numbers By Jean Marzollo Joe can count by Jan Ormerod The Very Hungry Caterpillar by Eric Carle Junk DNA by Clare Thompson The Visitors by Claire Thompson Just enough carrots nby Stuart J Murphy Actual Size by Steve Jenkins Ernest by Catherine Rayner Where's my teddy by Jez Alborough 5 wild numbers by Bella Gomez Count the animals / Count the diggers, dumper trucks and Tractors (NCBUSA Publications) Big Book of things to spot Usborne Books How many? By Christopher Danielson		

	One fox My Grandma Went to Market The Picnic Problem Equal Shmequal The Balancing Act					
Adult Led Sessions	Numbers 1-5- 5 frames and subitising, one more, one less, hiding numbers, number blocks	Embed 1-5 addition and subtraction facts	Numbers 6-10 2x5 frames and subitising, one more, one less, hiding numbers, number blocks	Embed 6-10 addition and subtraction facts	Introduction to numbers 11-20	Numbers 11-20 embed recognition and understanding
We follow the White Horse Federation Reception Mathematics plan						
Skills and Knowledge <i>What do we want the children to learn and know?</i>						
Me as a mathematician	Subitise numbers to 5 Use number sentences to show my understanding compare numbers able to order and sequence events (e.g. daily routine) use language related to height	count out 10 objects from a larger group match the numeral to a group of items (up to 10) recognize numbers hidden within 10 identify and continue a repeating pattern Use informal language and mathematical language to describe shapes	arrange the numbers to 10 in order and to compare numbers Use appropriate positional language to describe my local area	show a deep understanding of the number sup to 10 and their parts able to discuss and compare size, weight, length etc	use number names and symbols when comparing numbers able to use language related to time (experience measuring time with timers and calendars) spot patterns and identify the 'rule'	Estimate the number of things in a collection Work out mathematical problems create patterns beyond the simple AB pattern
Learning Environment- Big Question Enhancements	baby pictures pictures of people and faces loose parts suitable to make pictures of people and faces measuring equipment	5 frames in different formats 5 frame taped out on the classroom floor / outside coloured counters / objects (of different shapes and size)	Bus / Rocket 10 frames & counters 10 frame car park Construction resources Junk modelling – boxes of various sizes, lids for wheels etc	10 frames & counters Objects of different sizes for comparison & ordering Compare Bears Role play / small world resources of different sizes	10 frames & counters Make an adding machine Number tracks to 20 Selection of Buttons	10 frames and counters Number tracks to 20 Balance scales and a range of objects to weigh Counters / objects to make repeating patterns

		Shapes and loose parts for making pictures Frames for pictures	Small world Vehicles Real maps for reference Map making recourses	Rulers / tape measures Cubes / blocks for non-standard measure	Bundles of lolly sticks or straws (grouped into 10s) Books as talk pictures	
Ongoing continuous Provision (third teacher)	Numberblocks episodes, 5 frames / 10 frames, Lots of loose parts, Numicon shapes to 5 and then 10, simple jigsaw puzzles, regular and irregular shapes Maths Zone, STEM area, Jigsaw Area, Block Play, Construction					

Understanding the World

(Past and Present, People, Culture and Communities, The Natural World)

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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What's between the pages?	How sustainable are we?	What makes us unique?
Visits and Trips	Pizza Express Visit Relatives Nurse Ambulance Police and Fire Visit Career Day	Postman visit	Local Artist? Farm Visit or Lamb visit? Spring animals Focus	Oxford Story Museum	Visit to the Library / Visit to the Church On the same day?	Frog spawn Butterflies in classroom Visit to Elms Brook Park
Key Texts/Rhymes/Poems/ Animations	The Lost Words (poetry) Robert McFarlane Tiger Tiger Burning Bright (An animal poem for every day of the year)					
Multi-Cultural Texts	It's OK to be different The Proudest Blue	What do you celebrate?	The Great Race Mama Panya's Pancakes	Festival of colours Ghanian Goldilocks	Under the Ramadan Moon	What is on your plate? Handa's surprise

	Where are you from? Anna Hibiscus' song	Welcome to our World Binny's Divali	Coming to England	Princess and the Pea (Rachel Isadora)		
Festivals	Harvest Sukkot Halloween Black History Month International Red Panda Day	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 Holi (25 th March)	May Day Ramadan	
Adult Led Sessions	Weekly Worldly Wednesday / Outdoor Learning (Every 2 weeks roughly)					
Worldly Wednesday's Outdoor Learning	We're all different Harvest and where food comes from (Around the world) Observations of immediate environment – Tour of school. Q: What can you see?	Exploring rainbows, colours in nature & colour mixing Seasonal changes (weather) Autumn Describe the immediate environment Explain the natural world Drawing of plants (names) Evergreen/deciduous Q: What can you see, what do you notice?	Forms of transport vehicles and forces /ramps etc The world - places to travel to Seasonal changes (weather) Winter Contrasting environments Building that used to be shops old/new Church Q: What is it like here? How is it the same/different? Q: Were all the buildings built at the same time?	Different materials to make houses Life cycles / Growing beans etc Seasonal changes (weather) Spring Describe the immediate environment Know some similarities and differences Drawing of plants: Daffodils/blossoms Q: What is the difference, what is the same?	Senses- taste, touch, hearing, smell Materials – Eco friendly or not? Visiting the park Realise that spaces have different purposes. (PD) Observational drawing. Q: What could we do here?	Keeping healthy Different foods Seasonal changes (weather) Summer Compare all 4 seasons we have watched over the year Know similar/different Drawing of plants Tree names Q: What is the difference, what is the same?

Science	Natural materials (P) Seasonal changes – Weather Cooking – Let’s get cooking	The Natural World (Pics of animals) Magnets – attracting objects (P)	Changing states - Ice melting - Sound / vibration - Melt chocolate - Toast bread - Watch an apple go brown Forces Toys (P) Toy (mechanisms) Materials – metal, plastic etc. (P)	Planting – Speedy veg Floating/Sinking - A boat floating on water Different materials to make houses Life cycles / Growing beans etc	Plants/Growing – Parts of a plant, dissect a plant – show variety. What do you think is inside the pot? Which part do we eat? Senses- taste, touch, hearing, smell Materials – Eco friendly or not? Grow you own butterflies	The Natural World – Drawing pictures of Animals Light/dark (shadows) - Light travelling through material - Shadows Electricity (P) Keeping healthy - Which is fruit and which is veg? Different foods
History	History – Did you know? - Old Police transport - Modern day Police use horses Talk about family (Immediate) and community (Brownies/ Scouts /swimming / Church) <u>Story</u> Cops and Robbers by Jane and Allan Ahlberg	Poppy – why we wear them? Why Bonfire night? (Guy Fawkes) <u>Non-Fiction</u> Sir Captain Tom Big Dreams little People	Comment on images from the past (P) Did you know? Investigate older toys and games <u>Story</u> The Toymaker by Martin Wadell	History – Did you know? How have places changed over time? Bicester / School Link	<u>Story</u> Mr Grumpy’s motorcar Cars then and now.	History – Did you know? Holidays in the past Ordering life cycles of a plant <u>Non-Fiction</u> David Attenborough Big Dreams Little People
Geography / Mapping	We’re all different / Stories/settings Tuff tray Harvest and where food comes from (Around the world) Ongoing – Map of the world – places visited,	<u>Story</u> The Street Beneath My Feet by Charlotte Guillian Mapping: Photo’s of route, adult to draw a map with added photos.	Recognise things as scaled objects Real car – toy car (P) Large scale paper and toy cars (P) To make roads – chalk in Pictional map	The world - places to travel to	Programable toys (Bee- bots) with familiar objects Straight line Line maps on paper using arrows to show direction and modelled language as draw	Find out where children have been on holiday – Similarities/differences. Life in these country /other countries.

	(children's photos stuck on) <u>Story</u> Here we are by Oliver Jeffers Find ways around familiar places (School) My Map Book by Sarah Fanelli Scaled down versions of places e.g., bedroom in a shoebox / Classroom e.g., dolls house, hide and find	Basic aerial photo of familiar objects <u>Basic</u> map to find hidden objects / <u>Basic</u> map to plot a route classroom/school/forest school Children make route and map – train track etc. (P)	Pictures (not aerial view) - The Map Book - Charlie and Lola books Welly walk - Basic map to plot route to school		Read story about journeys Rosie's Walk by Pat Hutchins Changes, Changes by Pat Hutchins We're Going on a Bear Hunt by Michael Rosen Maps related to familiar stories (Bear hunt, Lion hunt, Rosie's Walk)	
Skills and Knowledge <i>What do we want the children to learn and know?</i>						
Me as a Historian	I can talk about past and present events in my life and about my family	I can describe special times and events for my family and friends	I show an interest in different occupations and understand their importance in society	I know that my friends do not always enjoy the same things, and I am sensitive to this	I recognise similarities and difference between things that happened in the past and now.	I understand the past through settings characters and books
Me as a Geographer Geography / Mapping	I know about similarities and differences between me and my friends and family	I will look closely at the changes in nature and see what is similar and different	I can make observations of animals and plants around me	I understand growth, decay and how things change over time	I understand how my behaviour can affect the environment	I will show care and concern for living things
Me as a Scientist Science	I know how to operate simple equipment like the CD player and remote control	I show skill in making toys work by pressing parts and lifting flaps to make sound, movements or new images	I can complete a simple programme on electronic devices I can talk about why things happen	I can make observations of animals and plants, explain why some things occur and talk about changes.	With adult supervision, I can use the internet	I can create content such as videos recording and stories on screen
Discovery RE	Special People What makes people special?	Christmas What is Christmas? Christianity	Celebrations How do people celebrate?	Easter What is Easter? Christianity	Story Time What can we learn from stories?	Special Places What makes places special?

	Christianity / Judaism	Incarnation (Concept)	Hinduism	Salvation (Concept)	Christianity / Islam / Hinduism / Sikhism	Christianity / Islam / Judaism
Learning Environment- Big Question Enhancements	Guess who- baby photos- changes It's OK to be different (book)	Wax crayon melting- hairdryer Observe how fruit and vegetables change over time.	Building blocks and ramps of different lengths A selection of toy vehicles and other objects to travel down the ramps Beebots / ramps / vehicles	A range of materials to explore (hard, soft, rough, smooth, metal, wood, fabric etc) Seeds, fruits and vegetables eggs to hatch	A range of materials to explore (hard, soft, rough, smooth, metal, wood, fabric etc) Explore senses	Explore fruits, vegetables and other foods Health and teeth
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)					

<p align="center">Physical Development (Gross Motor Skills and Fine Motor Skills)</p> <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>						
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Whole School Big Questions	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What's between the pages?	How sustainable are we?	What makes us unique?
Fine Motor Adult Led	Dough Gym (Whole Class then Interventions) Funky fingers and handwriting / letter formation					
Gross Motor Adult Led	Squiggle Whilst You Wiggle (Whole Class then Interventions)					
<p align="center">Skills and Knowledge <i>What do we want the children to learn and know?</i></p>						

Adult lead PE	Locomotion (exploring ways to move) First PE	Stability / Gymnastics	Manipulation (throwing, catching) Enjoy the ball	Dance (Choose one of the units on PPP PE for Dance to link in with this terms work)	Recap Key Skills Tennis	Recap Key Skills Athletics / Sports Day
Me as an active child	I can move in a range of ways, changing my body shape and position, e.g. crawling, rolling, skipping, sliding, hopping, slithering etc	I can jump off an object and land appropriately using my arms and body to help me balance.	I can show increasing control over an object, pushing, patting, throwing, kicking etc	I can experiment with different ways of moving, adapting movements to reduce risk	I can negotiate space successfully, avoiding obstacles etc, when playing racing and chasing games.	I can travel with confidence under over and through balancing and climbing equipment. I can adjust speed and direction to avoid obstacles.
Me as a mark maker	I can use simple tools to effect changes to materials	I can show a preference for a dominant hand	I can begin to use anti-clockwise movement and retrace vertical lines	I can begin to form recognisable letters	I can handle and range of tools and materials safely and with increasing control	I can hold a pencil and hold it effectively to form recognizable letters, most of which are correctly formed
Learning Environment- Big Question Enhancements	Play dough & modelling tools loose parts- shells, wooden buttons, sticks, etc Family/People cutters	Coloured dough with different coloured loose parts (gems, beads etc- rainbows) Red / yellow and blue dough to mix Jelly play	Wheeled toys to make imprints in dough Small construction toys to build vehicles	Cutters and resources of different sizes for ordering Playdough making station to support measuring – link to maths	Selection of small loose parts / junk to make pictures / models etc using recycled materials	Playdough / Modelling clay / plasticine used to make characters or props for story telling
Ongoing continuous Provision (third teacher)	Bikes, tyres, planks of wood, large loose parts, chalk for large scale mark-making, balls, bean bags, hoops Variety of mark making equipment (pens / pencils etc) scissors, paper Play dough / modelling clay / Salt Dough & tools, small items & tweezers, paper clips, hole punches, threading, pasta, pegs etc					

**Personal, Social and Emotional Development
(Self Regulation, Managing Self, Building Relationships)**

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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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Whole School Big Questions	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What’s between the pages?	How sustainable are we?	What makes us unique?
Linked texts	Living with mum and Living with dad Heather has two mummies The girl with 2 dads Pumpkin soup (Harvest Links)	The Colour Monster Perfectly Norman	Rosie Revere Engineer Iggy Peck Architect The Smartest Giant in town	Eat your greens Goldilocks The Princess and the Giant	Meesha Makes Friends Ravi’s Roar (link to size)	Once there were Giants The Selfish Crocodile
Adult Led Sessions (Jigsaw)	Being me in my world (Oral Hygiene)	Celebrating Difference including anti bullying	Dreams and Goals	Healthy me (Oral Hygiene)	Relationships	Changing me (Oral Hygiene)
Me as an individual member of our class and society	I understand my own feelings and emotions I can describe myself in positive, but realistic term I communicate freely about home I understand that everyone’s home life and family make up will be different	I recognise that we all belong to different communities I understand behavioural expectations in different situations	I show confidence in speaking to others I think about the future in positive terms	I understand the importance of a healthy diet I understand the affect that exercise has on my body and why it is important to keep active	I talk about other’s feelings and understand how my actions can affect them	I understand how are body works and how it changes over time as we grow
Learning Environment-	Role play based around real life home	Role play- café / ice cream parlour	Small world- Linked to vehicles,	Role play- linked to stories, e.g.house with	Role play- Recycling centre boxes for each	Role play- Farm Shop / doctors

<p>Big Question Enhancements</p> <p>(Linked to Communication and Language)</p>	<p>items- home scene- babies, pets, dressing up</p> <p>Small world- dolls house with laminated mini me photos</p> <p>Water- with soapy bubbles- washing baby clothes, hanging them up with pegs</p>	<p>Water: Different coloured water / ice cubes to experiment with colour mixing</p> <p>Small World- - dolls house with laminated mini me photos (linked to festivals)</p> <p>Tuff Tray – Autumnal investigations</p>	<p>roads, ramps, tunnels, emergency vehicles, diggers etc</p> <p>Role play- outdoor car wash / garage indoor farm shop, baskets, till etc</p> <p>Water: Car Wash, muddy vehicles, brushes cloths etc</p>	<p>three beds, bowls, chairs, bears (crime scene) / Giants house etc</p> <p>Small world using lego... giants castle, and beanstalk to be built coming off the side of the tuff tray, Jacks house, Small world people.</p> <p>Water- Porridge oats and three sized bowls in the water tray- porridge making</p>	<p>material & items to sort, hats, signs, opening times, etc</p> <p>Small world- recycling truck & shredded paper</p> <p>Also linked to different environments, e.g. ocean, rainforest, woodland etc</p> <p>Water tray- Make recycled paper- water & shredded paper</p> <p>fruits and vegetables to taste and explore</p>	<p>Small world- swamp, crocodiles, leaves, branches (link to story of The Selfish Crocodile)</p> <p>Water Tray- Babies and toothbrushes and toothpaste in water tray- practise brushing (use Duplo blocks as teeth</p> <p>N.Fiction texts about the human body</p>
<p>Ongoing continuous Provision (third teacher)</p>	<p>simple games to play (snap / pairs / Orchard Toys games etc) jigsaw puzzles, role play area for social interaction opportunities to practice various skills</p>					

Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive)						
<p>The development of children's artistic and cultural awareness supports 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.</p>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Big Questions	Where will our future take us?	Hidden behind the picture is...?	Can we investigate?	What's between the pages?	How sustainable are we?	What makes us unique?
Linked Texts	Only One You I's not a box	Leaf Man The Usborne Book of Famous Artists				
Adult Led Sessions <i>What do we want the children to learn and know?</i>						
Art	Drawing Pencil control observational skills	Painting Colour mixing	Folding and manipulating paper create 3 D pictures by folding, curling and sticking paper and other resources	Cutting and sticking	Textiles / weaving	Painting 2 colour-mixing choosing the correct brush for the task
Artist Link	Picasso (Portraits)	Kandinsky & Mondrian	Georgia O Keefee	TBC Local Artist Link	Monet (Water Lillies)	Van Gogh (Sunflowers)
Link Texts	When Piccasso met Mootise	The Dot				Katies Sunflowers James Mayhew
Music	Learn a range of songs and Nursery Rhymes. Start to identify the beat and clap / stamp in time.	Continue to build a repertoire of songs Explore sounds we can make with our body	Explore sounds we can make using simple percussion instruments. How can we change sounds to make them louder or quieter? etc	How can music help to tell a story? Explore different types of music and think about how they make you feel. E.g, happy, sad, excited etc	Explore how musical instruments make sounds and experiment with making musical instruments from recycled junk	Explore different genres of music linked to dance e.g. classical ballet, disco, Bollywood, traditional Morris dancing etc Encourage children to move to the music and explain their feelings.
Charanga Music Unit	My Stories	Your Imagination	Hands Feet Heart	Hey you!	Big Bear Funk	Reflect, Rewind and Replay

Construction	Loose parts	Magnetic	Junk modelling Hole	Sensory Construction	Wood work	Den making
performing	Imitation play	Role play Using props & accessories	Puppets and story telling	Small world imagination	Outdoor imagination	Group and Social imaginative play
Me as an Artist	I am beginning to use drawing to represent actions and objects	I can explore, use and refine a variety of artist effects	I use a range of construction materials to build and create	I use a range of tools	I can return to and build on my previous learning refining my ideas.	I create collaboratively, sharing ideas, resources and skills
Me as an Performer	I explore moving in a range of ways	I can listen attentively, move to and talk about music	I can sing in a group or own my own matching pitch and melody	I can develop storylines in play	I can watch and talk about dance and performances	I can explore and engage in music making dances
Learning Environment- Art Factory	mirrors for portrait painting pens and pencils	primary colours colour wheels pallets for colour mixing selection of paining tools	junk, masking tape, glue	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 to sell on the market stall	Selection of Fruits and vegetables (& other resources e.g. sponges) to explore a variety of methods of printing Fruit & veg for observational drawing & painting
Ongoing continuous Provision (third teacher)	Selection of paper different sized, coloured and textured paper, plates, pens, pencils, crayons, ready mixed paint (primary colours that children can self-resource (soap pump dispensers), powder paint, water colours, brushes paint brushes (different sizes and shapes), paint pallets, water pots, aprons, paper towels sponges, rollers, fabric, pipe cleaners, feathers, gems, pompoms etc Selection of musical instruments e.g. tambourines, shakers, drums, claves, castanets,					