	Autumn	Spring	Summer			
Topic/General	What Can I See?	What Can I Hear?	What Can I Do?			
themes			***************************************			
General Themes						
Little Sycamores						
NB: Themes may be						
adapted at various points		`				
to allow for children's						
interests to flow through						
the provision						
Characteristics of	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own					
effective learning:	play develop a larger store of information and experiences to draw on which positively supports their learning					
_	Active learning: - Children concentrate and I	Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements.				
	For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn					
	persistence.					
	Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and					
	rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Texts, stories and 'old	Key Author:	Key Author:	Key Author:			
favourites.	Dear Santa	Dear Zoo	Oh Dear			
	NA/-16/-NA/	Daniel At Last	Caldilada and the Three Bases			
	Walter's Wonderful Web Diwali	Peace At Last My First Chinese New Year	Goldilocks and the Three Bears			
Koy visits or MOW	Moo Music Christmas session	Librarian visit WBD	Teddy Bears Picnic			
Key visits or WOW	14100 Wasie Christinas Session	Peppa Pig Muddy puddle week in forest	reday bears riente			
opportunities		. opporting triaday paddic week ill forest				

			Autumn		Spring	ı	Summer
			₩HattrCan I See?		ห ัก ส่เรียก I Hear?		SWMMa€Can I Do?
	Personal, Social an	d	Express preferences and decisions. They als	0	Engage With others through gestures, gaze an	d	Find ways to calm file in serves, through being
	Fmotional		try new things and start establishing their		talk.		calmed and comforted by their key person.
	Communication &	Reco	ggiseoandhaye calmed by a familiar and		v rieging,ong sia aught ov et patemakengerof.	Babb	læs แล่การหวนอน รรษ์หระอ่อสายสารแก้ mamama.'
	Language	frien	dlyook back as they crawl or walk away from		n amd riesp ond to a simple instruction.	Use	gகிரு முழு likket lworkingsattnd poogin tiges toores, gaze and
	Emotional Communication & Development Language	Liste	nthefinkely stersies and whole retailed about inow	_t Cons	tæretin bæðablegin alblætsinglik akondrækutinganage	com	mtanicate.
	To include a structured	dmentr	ening, with the help of the pictures.	play.	their emotions.		y ប្រទេស ម្តេចនៅ មកខ្លួន តូម ជាមហោល ds.achieve a goal. For
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	focused PSHEUSession	<i>þ</i> o le n	tify familiar objects and properties for their ow	_n Use i	ntonation, pitch and changing volume when	Gen	erellarifoodes gesture attivitar of their owon to hosige hey
dev	eweek, focussed out abtoi	урдас	titioners when they are described. For	, 'talki	ng.'	and	finwantdaftlentr.to be directed by an adult.
yea	rwellbeing betivity	exan	ple Katie's coat', blue car', shiny apple.	Unde	erstand frequently used words such as 'all	Can	pernonwarysofatechaging thensiteon's makexample
m	odelling, interactions.	Reco	gnise and point to objects it asked about	gone	,' 'no' and 'bye-bye.'	then	ាន ្ទាប់ទុក្ខ៖ ៤២៤២ ខ្លែងចែល៧ s to their key worker.
da	ily group discussions,	then	respond to something interesting. If you with increasing confidence on their ow itioners when they are described. For and with other, children, because they know pile katie's coat, blue car, shiny apple, their key person is nearby and available. Feel confident when taken out and around.	Und	erstand simple instructions like "give to	Start	tomayehasythbeyderelooliogliog-usinganoeds as
0.0.	7 8		local heighbourhood, and enjoy exploining h	ewun	my" or "stop"	well	afetismeng enough to express a range of
	haring circles, PSHE		places with their key person.	Reco	gnise and point to objects if asked about		terdevelop conversation, often jumping
	mes, stories, singing,		Notice and ask questions about differences	then	n.	from	tgpiwtontopolependence, rejecting help ("me do
S	peech and language		such as skin colour, types of hair, gender,	Liste	n to other people's talk with interest, but can		long present intex: tinuttings he feetings sleep
inte	erventions and weekly		special needs and disabilities, and so on.	easil	y be distracted by other things.	or 'd	rifingtheroaratouthenshops.
	interventions.			Und	erstand and act on longer sentences like	Use	the expression of the last of
				ʻmak	e teddy jump' or 'find your coat.'	Are	uswallyngifldeaming and renoting the strong impulse
				Reco	gnise and are calmed by a familiar and		cto/gz/jbf/that ntdey whirsty balpics works rsway to the
				frien	dly voice.		arfeóand 'computer'
				Liste	n to simple stories and understand what is		Be increasingly able to talk about and manage
				happ	ening, with the help of the pictures.		their emotions.
				Copy	your gestures and words.		Develop friendships with other children.
							Safely explore emotions beyond their normal
	Key Vocabulary	Nam	es of objects, names of children and staff in	Clacl	, bang, shake, loud, quiet, fast, slow.		range through play and stories.
Wi	II be expanded further	setti	ng, colour names.				Are talking about their feelings in more elaborate
	oughout topic/theme.						ways: "I'm sad because" or "I love it when"
LIII	оиуноит торку тете.						· ·

	Autumn	Spring	Summer
	What Can I See?	What Can I Hear?	What Can I Do?
Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Try a wider range of foods with different tastes and textures. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Clap and stamp to music.	Eat finger foods and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb- and start to use stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress. Learn to use the toilet with help, and then independently.

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	What Can I See?	What Can I Hear?	What Can I Do?
Literacy To include a rigorous phonics programme delivered daily (Letters & Sounds) and a whole class handwriting session	Enjoy sharing books with an adult. Pay attention and respond to pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Pay attention and respond to pictures or the words. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example singing whilst playing. Repeat some words and phrases from familiar stories.	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example singing whilst playing. Repeat some words and phrases from familiar stories. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to, For example "That's my Mummy." Make marks on their picture to stand for their name.
Phonics (Jolly Phonics / Letters and Sounds)	Phase 1 phonics activities	Phase 1 phonics activities	Phase 1 phonics activities
Assessment writing piece			

	Autumn	Spring	Summer
	What Can I See?	What Can I Hear?	What Can I Do?
Maths	React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gestures and language- 'bigger/little/smaller, high/low, tall, heavy'. Notice patterns and arrange things in patterns.	Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gestures and language- 'bigger/little/smaller, high/low, tall, heavy'.	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers- '1-2-3-5'. Climb and squeeze selves into different types of spaces,

				Build with a range of resources.
	Autumn		Spring	Complete inset pu £ue mer
	What Can I See?		What Can I Hear?	What Can I Do?
Understanding the World	Explore and respond to different natural	Rep	eat actions that have an effect.	Repeat actions that have an effect.
	phenomena in their setting and on trips.			Explore materials with different properties.
Includes focused Geography,	Make connections between the features			Explore natural materials, indoors and outdoors.
RE, and History	of their family and other families.			
themes/activities	Notice differences between people.			

What Can I See?	What Can I Hear?	What Can I Do?
		Wildt Call I DO!
nake marks intentionally. Itterns with strong contrasts tracted by patterns resembling in face.	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo' Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'	Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what
		they can do with different materials. Make simple models which express their ideas.
	tterns with strong contrasts tracted by patterns resembling	Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo' Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle,

	Autumn	Spring	Summer		
Suggested	What Can I See?	What Can I Hear?	What Can I Do?		
enhancements to					
learning:					
Role Play:	Home Corner	Home Corner	Home Corner		
	Café	Chinese Restaurant	Farm		
	Zebra Crossing	Based on children's interests.	Train Station		
	Winter Wonderland		Based on children's interests.		
	Based on children's interests.				
Continuous provision	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in				
	children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced				
	based on children's interests and f	ascinations and topic themes, aiming for	r independence and greater depth.		