



Year R Year Overview

At Townhill Infant School, the Prime Areas of learning: Personal, Social and Emotional Development, Communication and Language and Physical Development underpin everything that we do. This overview should be read in conjunction with Area planning which provides independent learning opportunities.

Autumn 1	<p>Baseline Assessments Teaching Give Me 5 Rules Establishing areas and teaching children expectations for use Fine and Gross Motor Sessions including handwriting patterns- <i>large muscle movements, foundations of handwriting- fast, accurate and efficient</i> Listening and Attention Sessions <i>Daily Maths- Introducing numbers 1-5- Looking at a number weekly- numeral, quantity, place, composition (using 5 frames), 1 more/1less</i> <i>Subitise to 3, recite past 5, count up to 5 objects, cardinal principle (last number tells total), finger numbers to 5, link numerals and amounts to 5, experiment with own symbols as well as numerals, compare quantities using more/fewer, solve real world mathematical problems to 5.</i> <i>Count objects, actions and sounds, subitise to 5, link numerals and quantities, count beyond 10, compare numbers, one more/one less, composition of numbers</i> SMSC- Happiness/Power of Yet Individual Reading <i>Understand print has meaning, different purposes, read English from left to right and top to bottom, names of different parts of books, page sequencing.</i> WOW moments- PSED and CL PE</p>				
<p><u>Mr Men and All About Me</u></p> <p><u>Key texts (Additional texts to Story plan):</u></p> <ul style="list-style-type: none"> • Mr Men Stories • Non-Fiction books 	<p style="text-align: center;"><i>Phonics</i></p> <p>Phase 1 Listening Games focusing on:</p> <ul style="list-style-type: none"> • Aspect 1 - Environmental Sound Discrimination • Aspect 2 - Instrumental Sound Discrimination • Aspect 3 - Body Percussion Sound Discrimination • Aspect 4 - Rhythm and Rhyme 	<p style="text-align: center;"><i>Writing</i></p> <p>Name Writing Emergent Mark making- Encouraging children to hold a pencil correctly and say what their marks mean.</p> <ul style="list-style-type: none"> • <i>Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds</i> 	<p style="text-align: center;"><i>Maths</i></p> <p><u>Subitising to 5</u> <u>Numbers- numeral, quantity, place, composition</u> <i>Subitising to 3</i> <i>Count up to 5 objects</i> <i>Link numerals and amounts to 5</i> <i>Solve real word mathematical problems up to 5</i></p>	<p style="text-align: center;"><i>Understanding the World</i></p> <p>Healthy eating and germs</p> <p>Sharing All about me books in groups.</p>	<p style="text-align: center;"><i>Expressive Art and Design</i></p> <p>Painting a picture of yourself- focussing on teaching skill of holding a paintbrush correctly and using correct colours.</p> <p>Circle games and nursery rhymes.</p> <p>Charanga Music-Me!</p>

<p>about senses</p>	<ul style="list-style-type: none"> • Aspect 5 – Alliteration • Aspect 6 - Voice Sounds • Aspect 7 - Oral Blending and Segmenting <p>Develop phonological awareness- rhyme, syllables, initial sounds</p> <p>Saying sounds for individual letters</p> <p>Phase 2 Little Wandle</p>	<ul style="list-style-type: none"> • Write some/all of name • Write some letters accurately. • Use one handed tools • Use comfortable grip and show good control with pencil • Preference for dominant hand • Saying sounds for individual letters <p>See Writing Tracker</p>	<p>Compare quantities using more/fewer</p> <p>Cardinal principle- last number tells total</p> <p>Subitise to 5</p> <p>Count objects, actions and sounds</p> <p>Link numerals and quantities</p> <p>Compare numbers</p> <p>One more/one less</p> <p>Composition of numbers</p>		
<p><u>Pirates</u></p> <p><u>Key texts</u> <u>(Additional texts to Story plan):</u></p> <ul style="list-style-type: none"> • Come away from the water Shirley • The Night Pirates • Pirates love underpants 		<p>Name Writing</p> <p>Emergent Mark making- Encouraging children to hold a pencil correctly and say what their marks mean.</p> <p>Encouraging use of soundmat to identify initial sounds/sounds heard.</p> <ul style="list-style-type: none"> • Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds • Write some/all of name • Write some letters accurately. • Use one handed tools 	<p><u>Numbers to 5</u></p> <p><u>Numbers- numeral, quantity, place, composition</u></p> <p>Subitising to 3</p> <p>Count up to 5 objects</p> <p>Link numerals and amounts to 5</p> <p>Solve real word mathematical problems up to 5</p> <p>Compare quantities using more/fewer</p> <p>Cardinal principle- last number tells total</p> <p>Subitise to 5</p> <p>Count objects, actions and sounds</p> <p>Link numerals and quantities</p> <p>Compare numbers</p> <p>One more/one less</p>	<p>Floating and sinking</p> <p>Purple Mash-Design own maps using 2Paint</p> <p>Autumn Walk- observing changes in environment</p>	<p>Junk modelling boats</p> <p>Circle games and nursery rhymes.</p> <p>Charanga Music-Me!</p> <p>Natural material collage</p>

		<ul style="list-style-type: none">• Use comfortable grip and show good control with pencil• Preference for dominant hand• Saying sounds for individual letters <p>See Writing Tracker</p>	Composition of numbers		
Cultural Capital: Sharing experiences of own life and families, books linked to children's interests					

Autumn 2	<p>MOLT Time</p> <p>Daily Maths- Introducing numbers 6-10 Looking at a number weekly- numeral, quantity, place, composition (using 5 frames), 1 more/1less cardinal principle (last number tells total), finger numbers to 5, link numerals and amounts to 5, experiment with own symbols as well as numerals, compare quantities using more/fewer.</p> <p>Count objects, actions and sounds, subitise to 5, link numerals and quantities, count beyond 10, compare numbers, one more/one less, composition of numbers</p> <p>Individual Reading Understand print has meaning, different purposes, read English from left to right and top to bottom, names of different parts of books, page sequencing.</p> <p>Blend to read words, common exception words</p> <p>Spellings segmenting for spelling</p> <p>Handwriting- Foundations of handwriting- fast, accurate and efficient, Form lower case letters correctly.</p> <p>SMSC- Emotions/Play</p> <p>Story telling workshop</p> <p>WOW moments- PD</p> <p>PE</p>				
<p>Traditional Tales</p> <p>Key texts (Additional texts to Story plan):</p> <ul style="list-style-type: none"> • 3 Little Pigs (different versions) • Gingerbread Man (different versions) 	<p><i>Phonics</i></p> <p>See Writing Tracker</p> <p>Saying sounds for individual letters</p> <p>Blend to read words</p> <p>Segmenting for spelling</p>	<p><i>Writing</i></p> <p>Encouraging writing sounds heard. Beginning to use finger spaces to separate words.</p> <p>Saying sounds for individual letters.</p> <p>Segmenting for spelling</p> <p>See Writing Tracker</p>	<p><i>Maths</i></p> <p><u>Numbers to 10 counting, 1 more/1less, addition and subtraction</u></p> <ul style="list-style-type: none"> • Compare quantities using more/fewer • Cardinal principle- last number tells total • Count objects, actions, sounds • Link numerals and quantities. • Order numerals to 10. • Compare numbers • Composition of numbers to 10 • Say 1 more than a given number to 10 <p><u>NAME, NUMERAL, QUANTITY AND PLACE</u></p> <p><u>Subitising links for teaching</u></p>	<p><i>Understanding the World</i></p> <p>Cooking- Making and Cooking Gingerbread Men</p> <p>Using camera to record role plays to watch back.</p> <p>Decorate own Gingerbread Man (Using PurpleMash 2Paint)</p> <p>Fireworks (Light and Dark)</p>	<p><i>Expressive Art and Design</i></p> <p>Collaborative junk modelling to make 3 Little Pigs house (Large Scale)</p> <p>Acting out stories using musical instruments for sound effects</p> <p>Junk modelling (Small Scale)- Designing and evaluating- Teaching skills of fixing and joining</p> <p>Make own traditional tale puppets</p> <p>Painting traditional tale characters</p> <p>Collage traditional tale characters</p>

					Charanga Music-My stories.
1 week of children's interests					
<u>Christmas</u> <u>Key texts</u> <u>(Additional texts to Story plan):</u> <ul style="list-style-type: none"> The Christmas Story The Night before Christmas Stickman 	Encouraging writing sounds heard. Beginning to use finger spaces to separate words Saying sounds for individual letters. Segmenting for spelling See Writing Tracker	<u>Numbers to 10-counting, 1 more/1less, addition and subtraction</u> <ul style="list-style-type: none"> Solve addition problems in a context. Aggregation (2 sets e.g. Tom has three red sweets and 4 blue sweets. How many altogether?) Read the corresponding addition statement. Add 1, 2 or 3 to any number to 10 by counting on. One less Solve subtraction problems in a context. Read the corresponding subtraction statement. Composition of numbers to 10. 	Nativity story Christmas In Germany-comparison to how we celebrate Christmas Cooking- Christmas Biscuits Cooking- Healthy treat for Christmas Party	Christmas Cards and Calendars Concertina Father Christmas Christmas Craft Painting Christmas tree Acting out Nativity Story Learning Christmas songs and actions Making hats for Christmas Show Christmas Just Dance Charanga Music-My stories.	
<u>Retrieval</u>	Importance of health eating and toothbrushing Holding paintbrush correctly and using correct colours- remind during traditional tale character paintings Following instructions in the correct order when cooking Changes in seasons				
Cultural Capital: Sharing experiences of Christmas and Celebrations, books linked to children's interests					

Spring 1	MOLT Time Daily Maths- Introducing numbers 11-20 Individual Reading/Guided Reading- Blend to read words, Common Exception words, reads simple phrases and sentences using phonics and CEW, Re-read books to increase fluency, understanding and enjoyment, Spellings- Segmenting for spelling Handwriting Foundations of handwriting- fast, accurate and efficient, Form lower case and capital letters correctly. SMSC- Mindfulness/Friendship Dragon Dance Workshop WOW moments- EAD PE				
<p><u>Dragons</u></p> <p><u>Key texts</u> <u>(Additional texts to Story plan):</u></p> <ul style="list-style-type: none"> • The Paper bag Princess • Zog • There's a dragon downstairs 	<p><i>Phonics</i></p> <p>See Writing Tracker</p> <p>Saying sounds for individual letters Blend to read words Segmenting for spelling Phase 3 phonics</p>	<p><i>Writing</i></p> <p>Encouraging using sounds learnt including some digraphs and separating words with finger spaces. Spelling all Phase 2 tricky words correctly. Beginning to use capital letters and full stops. Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense.</p> <ul style="list-style-type: none"> • I can describe a dragon. • I can write an information poster/I can describe a cave. • I can write a prediction. (Dragon in playground hook) <p>Independent Jobs:</p>	<p><i>Maths</i></p> <p><u>Counting/Numbers 11-20/1 more to 20</u></p> <ul style="list-style-type: none"> • Compare quantities using more/fewer • Count objects, actions and sounds • Count out up to 20 objects from a larger set (know when to stop!). • Link numerals and quantities • Order numerals to 20. • 1 more <p><u>NAME, NUMERAL, QUANTITY AND PLACE</u></p>	<p><i>Understanding the World</i></p> <p>Ice exploration</p> <p>Chinese New Year- Comparison to our New Year Celebrations</p>	<p><i>Expressive Art and Design</i></p> <p>Printing Dragons- Exploring colour mixing and textures in Paul Klee style</p> <p>Concertina Dragons</p> <p>Ice Art- Printing on ice</p> <p>Chinese lantern with Chinese writing</p> <p>Chinese Dragon Dance</p> <p>Charanga Music-Everyone!</p>

		CVC work, caption writing, missing poster			
1 week of children's interests					
<u>People Who Help Us</u> <u>Key texts (Additional texts to Story plan):</u> <ul style="list-style-type: none"> • Non-fiction books • Busy People stories 	Encouraging using sounds learnt and separating words with finger spaces. Beginning to use capital letters and full stops. Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense. See Writing Tracker	<u>Addition to 20/1 less to 20/Subtraction to 20</u> <ul style="list-style-type: none"> • Solve addition problems in a context. Aggregation (2 sets e.g. Tom has three red sweets and 4 blue sweets. How many altogether?) • Read the corresponding addition statement. • Add 1, 2 or 3 to any number to 20 by counting on. • 1 less • Solve subtraction problems in a context. • Read the corresponding subtraction statement. • Composition of numbers 	Visits from People Who Help Us Fire Safety UK Day focussing on Local Area, Southampton and London. Queen through time	Junk Modelling emergency vehicles working in pairs-fixing and joining London Scene Charanga Music-Everyone!	
Retrieval	Following instructions to fold paper Using a range of joining techniques Talking about similarities and differences between our life and others. Geography of UK				
Cultural Capital: Celebrating different festivals- Chinese New Year, books linked to children's interests					

<p>Spring 2</p>	<p>MOLT Time</p> <p>Daily Maths- Shape and Pattern</p> <p>Talk about 2D and 3D shapes using informal language- sides, corners, straight, flat, round</p> <p>Select shapes for purposes</p> <p>Understand and use positional language</p> <p>Combine shapes to make new ones.</p> <p>Talk about and identify patterns.</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct error in repeating pattern</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning.</p> <p>Compose and decompose shapes- recognise that shapes can have shapes within them</p> <p>Continue, copy and create repeating patterns.</p> <p>Capacity, Weight, Length, Height</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Compare length, weight and capacity</p> <p>Compare two lengths using direct comparison; use language of longer and shorter.</p> <p>Use uniform non-standard units to measure length.</p> <p>Put three lengths in order.</p> <p>Compare two weights using direct comparison; use language of heavier and lighter.</p> <p>Use uniform non-standard units to measure weights.</p> <p>Compare two heights using direct comparison; use language of taller and shorter.</p> <p>Use uniform non-standard units to measure items up to 10 units high.</p> <p>Put three heights in order.</p> <p>Capacity- Direct comparisons. More or less.- Full, empty, half-full, half empty etc</p> <p>Solve problems involving capacity, weight, length and height.</p> <p>Individual Reading/Guided Reading- Blend to read words, Common Exception words, Reads simple phrases and sentences using phonics and CEW,</p> <p>Re-read books to increase fluency, understanding and enjoyment</p> <p>Spellings- Segmenting for spelling</p> <p>Handwriting- Foundations of handwriting- fast, accurate and efficient, Form lower case and capital letters correctly.</p> <p>SMSC- Good to be me/Sharing and Caring</p> <p>Dome Visit</p> <p>Caterpillars in school</p> <p>Enrichment Week</p> <p>WOW moments- UW</p> <p>PE</p>				
<p>Under the Sea</p> <p><u>Key texts</u> (Additional texts to Story plan):</p>	<p><i>Phonics</i></p> <p>See Writing Tracker</p> <p>Saying sounds for individual letters</p>	<p><i>Writing</i></p> <p>Encouraging using sounds learnt including digraphs and trigraphs and separating words with</p>	<p><i>Maths</i></p> <p><u>Addition and Subtraction by counting on and back</u></p>	<p><i>Understanding the World</i></p> <p>Plastic in the Ocean and Recycling</p>	<p><i>Expressive Art and Design</i></p> <p>Bubble Painting and Collage sea creatures</p>

<ul style="list-style-type: none"> • Tiddler • Non-Fiction books • Commotion in the ocean 	<p>Blend to read words Segmenting for spelling Phase 3 phonics</p>	<p>finger spaces. Correctly spelling Phase 2 and some Phase 3 tricky words. Using capital letters and full stops sometimes with some support. Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense.</p> <p>See Writing Tracker</p>	<ul style="list-style-type: none"> • Solve addition statements by counting on. • Write addition statements. • Word problems to be given throughout unit by using number stories e.g. Mrs Miles has 5 friends at her party. 3 more come along. How many friends does she have now? • Solve subtraction statements by counting back. • Write subtraction statements. • Word problems to be given throughout unit by using number stories • Composition of numbers 	<p>Technology Day- Technology questionnaire sent to parents.</p>	<p>Class collaboration- Recycled sea creatures</p> <p>Charanga Music- Our World</p>
<p><u>1 week of children's interests</u></p>					
<p><u>Plants and Butterflies</u></p> <p><u>Key texts</u> <u>(Additional texts to Story plan):</u></p> <ul style="list-style-type: none"> • Jasper's Beanstalk • The Very Hungry Caterpillar • Non-fiction books 		<p>Encouraging using sounds learnt including digraphs and trigraphs and separating words with finger spaces. Correctly spelling Phase 2 and some Phase 3 tricky words. Using capital letters and full stops sometimes with some support. Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense.</p>	<p><u>Doubling, Halving and Sharing</u></p> <ul style="list-style-type: none"> • Understand what doubling is. • Solve problems involving doubling. • Understand what halving is. • Solve problems involving halving. • Understand what sharing is. • Solve problems involving sharing. <p>Double facts and sharing equally</p>	<p>Life cycles</p> <p>Spring walk</p> <p>Planting a seed</p> <p>Beebots Mother's Day</p> <p>Global Day- Arctic and Antarctica</p> <p>Stranger Danger</p> <p>Easter Celebrations and chocolate nests</p>	<p>Making own caterpillars using different methods of fixing</p> <p>Mother's Day cards</p> <p>Easter cards using printed repeated pattern.</p> <p>Charanga Music-Our World</p>

		See Writing Tracker			
<u>Retrieval</u>	Reasoning skills and predictions Skill of printing Talking about similarities and differences between our life and others Different joining techniques Geography of UK Fire safety				
Cultural Capital- Life-cycles, books linked to children's interests					

Summer 1	MOLT Time including writing MOLT diaries Daily Maths- 2s, 5s and 10s Individual Reading/Guided Reading Blend to read words, Common Exception words, reads simple phrases and sentences using phonics and CEW, Re-read books to increase fluency, understanding and enjoyment Spellings Segmenting for spelling Handwriting Foundations of handwriting- fast, accurate and efficient, Form lower case and capital letters correctly. SMSC- Working together/The same but different Trip to Farm WOW moments- Maths PE				
<p align="center">Farm</p> <p>Key texts (Additional texts to Story plan):</p> <ul style="list-style-type: none"> • Non-fiction Farm Animal books • What they heard Ladybird heard • Farmer Duck 	<p align="center"><i>Phonics</i></p> <p>See Writing Tracker</p> <p>Saying sounds for individual letters Blend to read words Segmenting for spelling Phase 3 phonics</p>	<p align="center"><i>Writing</i></p> <p>Encouraging using sounds learnt including digraphs and trigraphs and separating words with finger spaces. Correctly spelling Phase 2 and Phase 3 tricky words. Using capital letters and full stops with more independence. Beginning to sustain writing and beginning to use conjunctions and adjectives.</p> <p>Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense.</p> <p>Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and</p>	<p align="center"><i>Maths</i></p> <p><u>Based on AFL and teacher assessment, units will be planned on gaps identified</u></p>	<p align="center"><i>Understanding the World</i></p> <p>Animals and their babies</p> <p>How to care for Animals</p> <p>Where does food come from?</p> <p>Farm Visit</p>	<p align="center"><i>Expressive Art and Design</i></p> <p>Animals shelters</p> <p>Clay Animals (including painting)</p> <p>Painting farm animals</p> <p>Farm animal collages using paper plates</p> <p>Charanga Music: Big Bear Funk</p>

		<p>representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>See Writing Tracker</p>			
<p><u>Superheroes</u></p> <p><u>Key texts</u> <u>(Additional texts to Story plan):</u></p> <ul style="list-style-type: none"> • Nat Fantastic • Supertato • Ten Little Superheroes 		<p>Encouraging using sounds learnt including digraphs and trigraphs and separating words with finger spaces. Correctly spelling Phase 2 and Phase 3 tricky words. Using capital letters and full stops with more independence. Beginning to sustain writing and beginning to use conjunctions and adjectives</p> <p>Phase 3 phonics, Write short sentences using phonics, capital letter and full stop.</p> <p>Re-read writing to check it makes sense.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>See Writing Tracker</p>	<p><u>Money</u></p> <ul style="list-style-type: none"> • Use money in role play (e.g. pound shop). • Solve practical problems involving counting or role play. • Recognise 1p, 2p, 5p and know the value of each. • Solve simple addition problems 	<p>Magnets- Language of forces</p> <p>Learning about how parents' childhood is different to own e.g. toys played with</p>	<p>Colour mixing</p> <p>Making own Superhero gadget</p> <p>Self-portrait</p> <p>Superhero Dress up Day</p> <p>Charanga Music: Big Bear Funk</p>

<u>Retrieval</u>	Looking after our planet Working with others Life cycles Seasons Geography of UK Joining techniques
Cultural Capital: Visit to farm, books linked to children's interests	

<p>Summer 2</p>	<p>MOLT Time including writing MOLT diaries Daily Maths- 2s, 5s and 10s, counting on and back Individual Reading/Guided Reading Blend to read words, Common Exception words, reads simple phrases and sentences using phonics and CEW, Re-read books to increase fluency, understanding and enjoyment Spellings Segmenting for spelling Handwriting Foundations of handwriting- fast, accurate and efficient, Form lower case and capital letters correctly. SMSC- Changes/Family Art Gallery visit into school WOW moments- English Sport's Day Transition to Year 1 Enrichment Week PE</p>				
<p>Dinosaurs</p> <p>Key texts (Additional texts to Story plan):</p> <ul style="list-style-type: none"> • Dinosaur Non-fiction books • Harry and the bucketful of dinosaurs • Dear Dinosaur • Dinosaur Roar 	<p><i>Phonics</i></p> <p>See Writing Tracker</p> <p>Saying sounds for individual letters Blend to read words Segmenting for spelling Phase 3 phonics</p>	<p><i>Writing</i></p> <p>Encouraging using sounds learnt including digraphs and trigraphs and separating words with finger spaces. Correctly spelling Phase 2 and Phase 3 tricky words. Using capital letters and full stops with more independence. Beginning to sustain writing and beginning to use conjunctions and adjectives. Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense. Write recognisable letters, most of which are correctly formed</p>	<p><i>Maths</i></p> <p><u>Based on AFL and teacher assessment, units will be planned on gaps identified</u></p>	<p><i>Understanding the World</i></p> <p>Making own dinosaur fossils</p> <p>Create own dinosaur on PurpleMash 2Paint, including typing what it is saying.</p>	<p><i>Expressive Art and Design</i></p> <p>Art Gallery visit</p> <p>Moving part dinosaurs- each class to make a different moving part dinosaur</p> <p>Father's Day Cards</p> <p>Large dinosaur collage</p> <p>Andy's dinosaur raps</p> <p>Charanga Music: Reflect, Rewind and Replay</p>

		<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. See Writing Tracker</p>			
<p>Bears</p> <p>Key texts (Additional texts to Story plan):</p> <ul style="list-style-type: none"> Goldilocks and the Three bears (different versions) We're going on a bear hunt. 		<p>Encouraging using sounds learnt including digraphs and trigraphs and separating words with finger spaces. Correctly spelling Phase 2 and Phase 3 tricky words. Using capital letters and full stops with more independence. Beginning to sustain writing and beginning to use conjunctions and adjectives Phase 3 phonics, Write short sentences using phonics, capital letter and full stop. Re-read writing to check it makes sense. Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. See Writing Tracker.</p>	<p>Based on AFL and teacher assessment, units will be planned on gaps identified</p>	<p>Making food for Teddy Bear's picnic</p> <p>Making porridge and writing recipe Road Safety</p> <p>Japan</p> <p>Eid- Thanks for what we have and gifts for others-comparison with Harvest.</p>	<p>Den Making- Bear caves as a class</p> <p>Goldilocks song</p> <p>Japanese fan dancing</p> <p>Making things for garden using natural resources</p> <p>Talent show, including making tickets and props.</p> <p>Charanga Music: Reflect, Rewind and Replay</p>
Retrieval	Animals and their babies				

	Looking after animals Joining techniques Forces Colour Mixing
Cultural Capital: Art Gallery, Picnics, Sports Day, books linked to children's interests, learning about Japan	

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Maths	Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.