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|  | **Topic** | **Communication and Language** | **Personal, Social and Emotional development** | **Physical Development/Health and self-care** | **Literacy** | **Numeracy** | **Understanding the World** | | **Expressive Art and Design** | **Linked Texts** | **Enrichments** |
|  | Baseline assessments | | | | | | | | | Starting school stories | School tour |
| **Autumn 1** | **Ourselves** | To initiate conversation and respond to conversation with others.  To speak in simple sentences about themselves. | To make new friends  -To learn and follow new rules and routines.  -To understand the expectations of our setting.  -To talk about and understand different feelings and how we can recognise them. | To travel along, under and over equipment, including balancing equipment.  To make large arm movements in clockwise and ant-clockwise directions to develop arm and shoulder strength.  To improve fine motor control and hand strength through dough disco, bead threading, pegs and boards and play dough.  To learn the correct pincer grip when using a pencil. | To learn single letter sounds.  -To identify the initial sound in a word.  -To blend and segment CVC words. | To recognise numbers 1-10 (and beyond if ready)  -To order numbers 1-10 (and beyond if ready)  -To subitise numbers 1-5.  To count a fixed arrangement of objects reliably.  To count an irregular arrangement of objects.  To continue a simple repeating pattern. | | To talk about people in our lives.  -To talk about events in our lives that happened in the past.  -To understand how we have changed since being babies.  - Show curiosity about events, people and objects.  Question things that are happening around them. | Give meanings to marks they make.  Use lines and shapes to create representations.  Construct with a purpose in mind.  Begin to construct using blocks and create spaces.  Takes on a role in play based on own experiences. (Home corner role play) | Feelings stories  Paper dolls  Once there were giants |  |
| **Autumn/Harvest** | Talk 1 to 1 with an adult/other child. Answer questions in a larger group.  To retell a simple/familiar story. Listen carefully in groups and respond appropriately  To follow | To learn and demonstrate the school values at UPS. | To strengthen shoulder and arm muscles in Outdoor Learning.  To strengthen fist grip and develop pincer grip through a range of fine motor activities.  To experiment with different ways of moving.  To travel with increasing control around, under, over and through balancing and climbing equipment. | To apply blending and segmenting when reading simple captions with cvcs.  To write a simple label. | To say a number 1 more or less than 10.  To show different ways of making number within 5.  To find the total number in 2 groups by counting altogether.  To compare the weight of different objects and place 2 items in weight order.  To name and describe 2d and 3d shapes. | | -Makes obser vations and comments about the natural world and the changes taking place in their immediate environment.  To recognise changes when baking and suggest reasons for this. | To create transient art from autumnal objects.  To take on a role in their play. (Café role play)  To explore printing.  To learn Autumn/Harvest themed songs. | ‘After the Storm’ and other Percy stories by Nick Butterworth  Ferdie and the falling leaves  Little Red Hen  The Gingerbread Man.  Autumn poems/rhymes | Baking- bread/  gingerbread. |
| **Light and Dark**  **Autumn 2** | To strengthen shoulder and arm muscles in Outdoor Learning.  To develop fine motor control through a variety of activities.  To experiment with different ways of moving.  To travel with control around, under, over and through balancing and climbing equipment.  To handle tools with increasing control.  To manipulate materials to achieve a desired effect. | To write words with some sounds represented in the correct order.  To begin to apply P3 phonic knowledge when reading and spelling.  To read short simple sentences matched to phonic ability.  To write a speech bubble.  To write a simple sentence. | To count on to find the answer to addition problems.  To understand the concept of subtraction.  To solve addition and subtraction problems up to the total of 10 using counters. | | To learn about Space and the Solar System.  How does it get dark at night?  To learn where light comes from and how? | To learn how to use tools and techniques to construct and join materials.  To use tools safely. | Meg and Mog Supertato  How to catch a star.  Owl Babies  Supertato  Rama and Sita | Diwali Day  Bonfire night  Remembrance day  Anti-bullying week |
| **Christmas** |  |  | To dress/undress successfully without adult support.  To use a needle and thread with support, managing safety risks.  To hold the pencil in a pincer grip, forming recognisable letters. | To write a simple sentence representing all of the sounds they hear in the correct order.  To write a letter to Father Christmas, applying some simple features of letter writing. | To find 1 more/1 less to 15.  To reinforce addition and subtraction using counters.  To use positional language.  To create a simple repeating pattern | | To learn about the traditions and celebrations of others and compare to own celebrations. | To partake in the Nativity play with the whole EYFS.  To take on a role in their play. (Santa’s workshop)  To apply printing skills with independence. | A range of Christmas stories, rhymes and poems.. | Nativity performance  Carols in the playground |
| **Spring 1** | **Ice** | To answer questions, starting to give explanations.  To start asking own questions.  To follow a sequence of instructions, asking for help when needed.  To use descriptive language to adapt a familiar story. | To develop relationships.  To learn how to solve disagreements with a friend.  To build a positive growth mindset.. | To learn how to aim by throwing, kicking and rolling.  To safely negotiate space when carrying out chasing games.  To use a pencil with increasing control to form most letters correctly.  To learn the importance of keeping clean to stay healthy. | To read sentences containing phase 3 sounds and key words.  To use descriptive vocabulary to label a picture.  To write a phonetically plausible sentence.  To write an information sentence about penguins. | To subtract using single digit numbers with counters and record as a number sentence.  To begin to use non-standard measure to compare the length of objects. | | To show curiosity about things happening around them.  Closely observes what animals do and uses senses to explore the World.  To carry out practical science investigations with support.  To make observations and explain why things occur.  I can use and explore maps and globes.  I can describe a place in simple terms and compare to own locality.  To explain that algorithm is a list of instructions to solve a problem.  To give instructions to a programable toy. | To introduce a storyline into their play. (polar explorer area)  To learn a range of fastening techniques.  To design and create a sledge applying techniques learned to attach materials together. | We’re going on a bear hunt.  The Emperor’s Egg  The penguin who wanted to find out  Polar bear paddle  How to ride a polar bear.  Penguin, polar bear and winter themed poems and rhymes. | School nurse visit- handwashing |
| **Chinese new Year** | To aim by throwing, kicking and rolling with increasing control and precision.  To safely negotiate space when carrying out chasing games.  To use a pencil with increasing control to form most letters correctly.  To handle equipment and tools effectively. | To begin to read 2 syllable words.  To use finger spaces, a capital letter and a full stop when writing a sentence.  To write more than one sentence in a recount. | To recognise coins up to 20p and know their value.  To calculate amounts using 1p, 2p, 5p and 10p coins. | | To learn about other traditions and cultures and recognise similarities and differences between those and our own cultures and traditions.  To use and explore maps and globes.  To describe a place in simple terms and compare to own locality. | To tap out a beat and a rhythm using instruments.  To perform dance movements to music.  To use various materials to create the most stable ‘great wall’.  To learn how to concertina paper to make a dragon.  Apply concertina technique independently to create a fan.  To apply joining and collage skills to create a large chinese dragon for a group of children to use.  To take o a role and act out familiar experiences in the Chinese Restaurant. | The Dancing Dragon  Dragons in the City ~(ebook)  CleverSticks  Information books- CNY | Chinese banquet  Dragon parade. |