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| Term 1  How Do You Do: | Term 2  Sticks and Spiders | Term 3  Off We Go… | Term 4  The Magic Pond | Term 5  A is for Africa | Term 6  Splash! |
| Trips, Workshops and Events | | | | | |
| Explore school  environment. | School Pantomime? | Trip to Build a Bear & Beaney. | Park/ Local area. | Howletts | Sports Day |
| Power of Reading Focus Books | | | | | |
| ‘Here’s A Little Poem’ by Jane Yolen and Andrew Fusek Peters  ‘Biscuit Bear’ by Mini Grey | Aaaargh Spider’ by Lydia Monks  ‘Stanley’s Stick’ by John Hegley | ‘Naughty Bus’ by Jan Oke  ‘The Train Ride’ by June Crebbin | The Bog Baby’ by Jeanne Willis and Gwen Millward | ‘Anna Hibiscus’ Song’ by Atinuke  ‘The Leopard’s Drum’ | Billy’s Bucket’ by Kes Gray and Gary Parsons  ‘Surprising Sharks’ by Nicola Davies |
| Communication & Language | | | | | |
| Time to Talk- Introducing Listening and responding. | Introduce question bears  Link to topic questions.  Talking partners. | Question bears  Giving directions.  Understanding humour in stories, nonsense rhymes, jokes. | Question bears  Following a series of instructions for growing plants. | Express ideas effectively showing an awareness of the listeners’ needs. | Express ideas effectively showing an awareness of the listeners’ needs. |

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| Personal, Social & Emotional Development | | | | | |
| Getting to know you and making relationships.  Developing an understanding of school rules and expectations. | Making relationships & trying new activities.  Festivals  Making a positive contribution to school life. | Keeping safe  Taking account of one another’s ideas and show sensitivity towards others feelings and needs. | Working in groups  co-operatively & taking account of what others say. | Growing & changing  Talk about how they and others show feelings.  Negotiate and solve problems. | My healthy lifestyle (Sports day)  Working together – taking account of one another’s ideas about how to organise their activity. |
| Physical Development | | | | | |
| Funky fingers- developing fine and gross motor skills.  Self-care – toileting, hand washing, eating, dressing and undressing.  Using pencil/ scissors and other tools.  Developing a pincer grip.  Name writing. | Funky fingers- developing fine and gross motor skills.  Self-care.  Handling tools, objects, construction & malleable materials safely and with control.  Eating a healthy range of foods.  Name writing  Gymnastics & large apparatus.  Writedance. | Funky fingers- developing fine and gross motor skills.  Self-care.  Handling tools and other equipment with increasing skill and control.  Writing-using clearly identifiable letters (use anticlockwise movements & vertical lines.  Gymnastics & large apparatus. | Funky fingers- developing fine and gross motor skills.  Using a pencil to form recognisable letters.  Using simple tools to affect materials.  Transport and store equipment safely and independently.  Focus on small apparatus and games equipment skills. | Funky fingers- developing fine and gross motor skills.  Healthy lifestyle-food and exercise.  Focus on small apparatus and games equipment skills.  Use equipment | Funky fingers- developing fine and gross motor skills.  Sports day skills. |

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| Literacy | | | | | |
| Letters and sounds  Phase one & two  Book awareness.  Reading for pleasure.  Introducing book bags. | Letters and sounds phase two.  Introduce group reading.  Describing main story settings, events & principal characters.  Begin to read simple words (Words of the week)  Introduce scaffolded writing. | Letters and sounds phase two & three.  Using phonics in reading & writing.  Writing labels & captions  Enjoy an increasing range of books (fiction & non-fiction) | Letters and sounds phase two & three.  Introduce story ‘S’ for sequencing.  Attempting to write short sentences.  Use vocabulary influenced by experiences of books.  Demonstrate an  understanding of what they have read. | Letters and sounds phase two & three.  Write short sentences in meaningful contexts.  Naming letters of the alphabet.  Non-fiction texts. | Letters and sounds phase three & four.  Continue sentence snake for reading & writing.  Begin to read common irregular words. |
| Mathematics | | | | | |
| Counting, sorting and shapes.  2D shapes.  Looking for shapes in the environment.  Create & recreate patterns.  Size | Firework rhymes- counting backwards  Recognising & ordering numbers-making number lines  Begin to count beyond 10.  Xmas baking  Shadows & positional language  Night & day-time  Role play shop with money. Use mathematical language to describe 2D and some 3D shapes. | Continue recognising & ordering numbers.  Finding one more or one less from a group of objects.  Practical activities involved in adding & subtracting.  Number bonds-ways of making different totals.  Positional language & money. | Continue recognising & ordering numbers.  Continue practical number bond activities & recording in different ways.  Ordering items by weight or capacity- e.g porridge & other food items in tales.  Everyday language related to time | Continue recognising & ordering numbers.  Count reliably 1- 20 and beyond.  Problem solving addition, subtraction, doubling, halving & sharing.  Make comparisons by length or height.  Use everyday language related to time. | Continue recognising & ordering numbers.  Problem solving addition, subtraction, doubling, halving & sharing.  Water play-capacity. |

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| Understanding of the World | | | | | | | |
| Observe seasonal changes- discovery/ interest tables and areas. | | | | | | | |
| Introduce learning journeys.  Exploring the school environment.  Use of interactive Whiteboard- skills and rules. | Different communities & festivals-Diwali, Guy Fawkes & Xmas  Recognising & describing special times.  Introduce children to the ICT suite-mouse skills. | Focus on different occupations & ways of life.  Talk about why things happen & how things work.  Develop skills to operate different toys to achieve effects such as sound & movement (bee bots & vehicle toys) | Similarities & differences between traditional tales.  Complete simple program on the computer. | | Observations of animals & plants.  Similarities & differences between ourselves & others.  Complete a range of simple programs on the computer. | Different locations & environments-fictional & real.  Select & use a range of technology for particular purposes. | |
| **Year R Continue to use a range of ICT components to meet early learning goals. Purple Mash also has some activities that are linked to the areas of learning and development. EYFS Links to PM can be found on the portal under;**  Curriculum Development –> Scientific and Technological understanding –> Purple Mash -> [EYFSLinkstoPM](https://www.klz.org.uk/schools/8862569/Staff/curriculumdevelopment/Scientific%20and%20Technological%20Understanding/Purple%20Mash/EYFSLinkstoPM.pdf) | | | | | | | | |
| Expressive Arts & Design | | | | | | | | |
| Colours and patterns  Self expression using a range of  media.  Simple songs & rhymes.  Initiating performances on stage – singing/ dancing. | Percussion instruments-making music.  Exploring  different techniques-colour & texture in 2 dimensions.  Simple role play linked to stories.  Learning Christmas songs and joining in with the Nativity. | Create simple representation s of events, people &  objects.  Play cooperatively as part of a group to develop & act out a narrative.  Initiating performances on stage – singing/ dancing. | Develop drawing/painting skills.  Introduce a  storyline or narrative into their play.  Initiating performances on stage – singing/ dancing. | Use & explore a variety of materials, tools & techniques,  experimenting with colour, design, texture, form & function.  Children use what they have learnt about media & materials in original ways.  Initiating performances on stage – singing/ dancing. | | | Create own musical instruments.  Children use what they have learnt about media & materials in original ways.  Initiating performances on stage – singing/ dancing. | |