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|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|  | **Outside Inside** | | **Knowing Yourself**  **& Festivals** | | **Telling a Tale** | | **Sowing a Seed** | | **Strength of Mind** | | **Working Together**  **& Friendships** | |
| Settling in and making friends, sharing our own family experiences and discussing our feelings. | | Sharing our feelings, interests and important events.  Beginning to understand the needs of others. | | Showing an interest in traditional tales and storytelling. | | Understanding the life cycle and caring for nature. | | Developing confidence, resilience and independence. | | Understanding the needs and feelings of others.  Showing empathy and preparing for new challenges. | |
|  | **Literacy Tree Text:**  Where the Wild Things Are  Anansi the Spider  **Core Texts:**  All are welcome  Mixed  The invisible string  Hair Love  Our skin | | **Literacy Tree Text:**  I am Henry Finch  Look Up  Halibut Jackson  **Core Texts:**  Rama and Sita  Stick Man  The Jolly Christmas Postman | | **Literacy Tree Text:**  The Magic Paintbrush  Little Red  **Core Texts:**  The Gingerbread Man  3 Billy Goats Gruff  You Choose – Fairy Tales | | **Literacy Tree Text:**  The Tiny Seed  The Extraordinary Gardener  **Core Texts:**  Tad  Growing Frogs  Ergo  From seed to sunflower | | **Literacy Tree Text:**  The Night Pirates  **Core Texts:**  Clean Up  Somebody swallowed Stanley  Supertato  Coming to England | | **Literacy Tree Text:**  Oi Frog  Izzy Gizmo  **Core Texts:**  The Dot  Katie and the Starry night | |
| **Reception** | **Literacy:**  Children begin to hear initial sounds, recognise and write their name and stretch words they want to write. | | **Literacy:**  Children begin to us their phonic knowledge to decode, blend and segment when reading and writing. | | **Literacy:**  Children begin to understand story structure, write words phonetically and read some common irregular words. | | **Literacy:**  Children are developing their understanding of story structure. Applying their phonic knowledge, and recognising to read and write some common irregular words. | | **Literacy:**  Children begin to write simple sentences and write for different purposes with increasing independence. | | **Literacy:**  Children discuss what they have read and continue to write with increasing independence and using more ambitious sentence structures. | |
| **Maths:**  Children use counting in their play and begin to subitise. They use everyday language to discuss size, quantity, weight and solve problems. | | **Maths:**  Counting from 0 to 20 using 1to1 correspondence.  Solving simple number problems using different strategies. | | **Maths:**  Recognise, count and order numbers. Know what is 1 more or 1 fewer than a number and begin to solve doubling, halving and sharing problems.  Learn number bonds to 5 and 10. | | **Maths:**  Explore properties of 2D and 3D shapes and use appropriate terms to describe them.  Continue to solve problems using a range of strategies. | | **Maths:**  Begin to record calculations and develop use of mathematical language in relation to measurement. | | **Maths:**  Solve a variety of challenges and continue to record numbers and calculations.  Learn to count in 2s, 5s and 10s and revisit number bonds to 5 and 10. | |
| **Understanding the World:**  Explore nature and discuss their findings.  Discuss their family, background and important events. | **Communication & Language:**  Listens to others in one-to-one or small groups. | **Understanding the World:**  Celebrating festivals and important cultural events, taking in to account that everyone is different. | **Communication & Language:**  Listens to familiar stories with increasing attention and recall. | **Understanding the World:**  Investigate different materials and discuss their properties. | **Communication & Language:**  Focusing attention – can still listen or do, but can change their own focus of attention  Is able to follow directions (if not intently focused) | **Understanding the World:**  Children observe changes in nature. | **Communication & Language:**  Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity | **Understanding the World:**  Understanding the need to respect other peoples beliefs and values. | **Communication & Language:**  May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; | **Understanding the World:**  Understanding the impact of human activity on nature. | **Communication & Language:**  Focus on listening and doing for longer periods of time. |
| **Physical Development:**  Focus on developing our gross and fine motor skills.  Using one handed tools. | **Expressive Arts and Design:**  Construct and build with a purpose in mind and work alongside others to produce something new. | **Physical Development:**  Continue to develop fine motor control when using equipment.  Variety of activities to develop gross motor skills. | **Expressive Arts and Design:**  Confidently select resources, try new things and play cooperatively. | **Physical Development:**  Use different types of equipment and tools, practice throwing, catching, skipping, hopping, climbing and jumping. | **Expressive Arts and Design:**  Selecting appropriate resources and begin to learn different techniques.  Introduce narrative into their play. | **Physical Development:**  Understanding impact of exercise and healthy lifestyle on the body. | **Expressive Arts and Design:**  Safely use and explore a variety of materials and textures to produce their work.  Sing songs and perform dances and drama in play. | **Physical Development:**  Continue to develop fine and gross motor skills. | **Expressive Arts and Design:**  Representing our own ideas through a range of medium. | **Physical Development:**  Children learn to play games and follow rules with increasing independence. | **Expressive Arts and Design:**  Use and apply different processes and materials to produce their work.  \*ART WEEK |
| **PSED:**  Children begin to take turns, share their feelings and build relationships. | **Music:**  Listening to a range of different sounds, learning simple songs. | **PSED:**  Children begin to take turns, share their feelings and build relationships. | **Music:** | **PSED:**  Children discuss their feelings and are aware of the needs of others. | **Music:** | **PSED:**  Children are supported to develop confidence to speak with peers and to strategies to resolve disagreements | **Music:** | **PSED:**  Continue to solve disagreements using learnt strategies. | **Music:** | **PSED:**  Children understand different views and solve problems independently. | **Music:** |
| **Forest School:**  Setting expectations, boundaries and rules for exploring learning and playing in nature. | **Safeguarding:**  School Rules, setting expectations for staying safe.  Discuss E-Safety rules.  Discuss bullying and importance of using kind words and gentle hands. | **Forest School:**  Working together and building resilience  Creating Autumn themed transient art. | **Safeguarding:**  School Rules, setting expectations for staying safe.  Discuss E-Safety rules.  Discuss bullying and importance of using kind words and gentle hands. | **Forest School:**  Working together and building resilience  Introducing tools | **Safeguarding:**  Focus on e-safety and how to be safe online  Sharing information with parents so that they understand the risk of unsupervised internet use | **Forest School:**  Exploring and identifying the changes in nature.  Introducing tools | **Safeguarding:**  Focus on e-safety and how to be safe online  Sharing information with parents so that they understand the risk of unsupervised internet use | **Forest School:** Investigating Mini-beasts. | **Safeguarding:**  Talk about risks and how to minimise risk and the important role different adults play in keeping us safe. | **Forest School:**  Den building and increasing risk. | **Safeguarding:**  Talk about risks and how to minimise risk and the important role different adults play in keeping us safe. |
| **Equalities:**  Lewisham BHM  European day of languages | **Additional Activities/Foci:**  **Harvest Festival** | **Equalities:**  Anti-Bullying week  Diversity Role Models  Stonewall LGBT  Interfaith week  Odd socks day | **Additional Activities/Foci:**  **Autumn**  **Diwali**  **Christmas**  **Nativity** | **Equalities:**  LGBT month | **Additional Activities/Foci:**  **Winter**  **Lunar New Year** | **Equalities:**  SRE | **Additional Activities/Foci:**  **Spring**  **Easter**  **Chicks** | **Equalities:**  Autism Awareness week | **Additional Activities/Foci:**  **Class Trips** | **Equalities:** | **Additional Activities/Foci:**  **Sports Day**  **Art Week** |