

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
<b>Characteristics of effective Learning</b>	Maintaining focus on their activity for a period of time. Show high levels of involvement, energy and fascination.		Planning and making decisions about how to approach a task, solve a problem and reach a goal.		Use their senses to explore the world around them. Testing their ideas and making predictions.		Making links and noticing patterns in their experiences.		Persisting with an activity towards their goal. Taking risks, engaging in new experiences, and learning by trial and error.		Being proud of how they have accomplished something, not just the end result. Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind set)	
	<b>Ourselves (PSED)</b>		<b>Light and Dark (UW - The World)</b>		<b>Favourite and Traditional Stories (Lit)</b>		<b>How does it grow? (UW - The world)</b>		<b>People Who Help Us (UW)</b>		<b>Journeys (UW)</b>	
	<b>What makes us special?</b> Compare our skin, hair, eye colour. Who are our families? Who are the people who help us? How do they help us?		<b>What is beyond the clouds?</b> Children to learn about space and features of the planets. Discuss what they already know about planet Earth Write about their favourite planets.		<b>What do I like about this story?</b> Nursery Rhymes, Small group reading story maps mark making- Write Dance		<b>How does it grow?</b> Understanding the life cycle and caring for nature. Planting root crops and bulbs. Maintaining the Nursery garden and pond dipping for frogs' spawn in the wildlife garden.		<b>How can You Help Me?</b> Explore the roles of professionals who help us in a range of situations. Discuss who helps them around their homes and in the school community.		<b>I wonder who can help us?</b> Understanding the needs and feelings of others. Showing empathy and preparing for new challenges.	
<b>Books</b>	<b>Books</b> Starting School Colour Monster Owl babies Polar bear what do you see? So Much Brown Bear, brown bear, what do you see? <b>Black History Month</b>		<b>Books</b> Look Up Meg on the moon One Round Moon Little glow Roaring Rockets Goodnight moon Whatever next		<b>Books</b> Three little pigs The Great Race Little Red Riding Hood Jack and the beanstalk Goldilocks and the 3 bears Writing Week		<b>Books</b> Titch The Tiny Seed Jaspers Beanstalk The Very Hungry Caterpillar The Easter Story Planting a rainbow Growing Vegetable Soup First the Egg Non-fiction life-cycle books		<b>Books</b> People Who Help Us Non Fiction Books Oi! Get Off Our Train We sang across the sea A superhero like you Clothes line clues to jobs people do Emergency! Fireman Small Dig, dig, digging		<b>Books</b> We're going on a bear hunt The Journey Walking through the jungle The trainride Caterpillar to butterfly The Bag of worries And the train goes...	
<b>Nursery</b>	<b>Literacy</b> Children engage in phase 1 Aspect 1 <b>Unlocking Letters and Sounds</b> Aspect 1 General sound discrimination and environmental sound. <b>Key Text: Ransom Reading Star Phonics Books</b> Children supported to identify their names during self-registration and encouraged to make marks to represent their names. <b>Writing:</b> Children engage in mark making, chalking, wet painting, playdough manipulation, messy play....		<b>Literacy</b> <b>Unlocking Letters and Sounds</b> Phase 1 What sounds can I make? Fine tuning sound and rhythm with body percussion. <b>Reading</b> Whole class stories Children encouraged to read independently and parents to share stories with children at home.		<b>Literacy</b> Aspects 4- Exploring rhythm and rhyme – clap out the syllables in their names Read a range of books Handle books with care Browse through books independently Listen attentively during story times		<b>Literacy</b> Children are developing their understanding of story structure including characters and sequencing. Aspect 5 Alliteration – Voice sounds		<b>Literacy</b> Children attempt to orally segment and blend simple cvc words. Write for different purposes with increasing independence.		<b>Literacy</b> Aspect 7 – Oral blending and segmenting. Children begin to hear initial sounds, recognise and write their name and stretch simple words they want to write. Begin to form recognisable letters when writing.	
	<b>Maths:</b> Show an interest in numbers and counting by engaging in daily chanting, counting objects and singing number songs and rhymes. They use everyday language to discuss size, quantity, weight and solve problems. NCETM and Whiterose EYFS support material		<b>Maths:</b> Counting orally and count objects using 1 to 1 correspondence to 10 To recognise some numbers of personal significance. Solving simple number problems using different strategies. NCETM and Whiterose EYFS support material		<b>Maths:</b> Begin to represent numbers using fingers, marks on paper or pictures. Notice patterns in the environment. Continue a repeating pattern. Use nonstandard measurement to make comparisons. NCETM and Whiterose EYFS support material		<b>Maths:</b> Explore properties of 2D and 3D shapes and use appropriate terms to describe them. Continue to solve problems using a range of strategies. NCETM and Whiterose EYFS support material		<b>Maths:</b> Begin to compare two groups of objects, saying when they have the same number. Subitise numbers to 5. NCETM and Whiterose EYFS support material		<b>Maths:</b> Increasingly confident to put numbers in order 10. To solve number problems using real objects. NCETM and Whiterose EYFS support material	
	<b>Understanding the World:</b> Show curiosity, observe and manipulate objects. Explore nature and discuss their findings.	<b>Communication &amp; Language:</b> Listens to others in one-to-one or small groups. Respond to simple	<b>Understanding the World:</b> Celebrating festivals and important cultural events. Acquire basic skill in operating digital equipment.	<b>Communication &amp; Language:</b> Listens to familiar stories with increasing attention and recall. Use simple grammatical	<b>Understanding the World:</b> Investigate different materials and discuss their properties. Operate mechanical toys.	<b>Communication &amp; Language:</b> Focusing attention – can still listen or do, but can change their own focus of attention	<b>Understanding the World:</b> Children observe changes in nature. <b>Key Texts:</b> Titch	<b>Communication &amp; Language:</b> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still	<b>Understanding the World:</b> Understanding the impact of human activity on nature.	<b>Communication &amp; Language:</b> May indicate two-channelled attention, e.g. paying attention to something of	<b>Understanding the World:</b> Understanding the need to respect the beliefs of others.	<b>Communication &amp; Language:</b> Focus on initiating conversation, taking account of what others are saying.

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	Discuss their family, background and important events.	instructions and ask simple questions.		structures when speaking.		Is able to follow directions (if not intently focused)	The Very Hungry Caterpillar Jack and the Beanstalk	but not absorbed by activity		interest for short or long periods;		
	<b>Physical Development:</b> Focus on developing our gross and fine motor skills using fixed climbing equipment. Develop fine motor skills by using malleable materials, fringing, threading, chalking....	<b>Expressive Arts and Design:</b> Construct and build with a purpose in mind and work alongside others to produce something new.	<b>Physical Development:</b> Continue to develop fine motor control when using equipment. Engage in a variety of activities to develop spatial awareness.	<b>Expressive Arts and Design:</b> Confidently select resources and experiment without an end product, try new things and play cooperatively.	<b>Physical Development:</b> Use different types of equipment and tools, practice throwing, catching, skipping, hopping, climbing and jumping. Using one handed tools.	<b>Expressive Arts and Design:</b> Selecting appropriate resources and begin to learn different techniques. Introduce narrative into their play.	<b>Physical Development:</b> Understanding impact of exercise and healthy lifestyle on the body. Manage personal hygiene independently.	<b>Expressive Arts and Design:</b> Safely use and explore a variety of materials and textures to produce their work. Sing songs and perform dances and drama in play.	<b>Physical Development</b> Move in a variety of ways. To	<b>Expressive Arts and Design:</b> Representing our own ideas through a range of medium.	<b>Physical Development:</b> Children learn to play games and follow rules with increasing independence.	<b>Expressive Arts and Design:</b> Use and apply different processes and materials to produce their work.
	<b>PSED:</b> Settling in and building relationships with adults and peers. parting from carers, sharing our own family experiences and Rules, Sharing, taking turns, Toileting – personal hygiene Settling in reviews with parents to share progress.	<b>Music:</b> Listening to a range of different sounds, learning simple songs.	<b>PSED:</b> Children begin to take turns, share their feelings and build relationships. Discussing our feelings. Beginning to understand the needs of others. Develop the confidence to take risks.	<b>Music:</b> Traditional nursery rhymes Action songs accompanied by percussion instruments. The planet song	<b>PSED:</b> Children to express their needs verbally. feelings, interests and important events. Have a sense of belonging and be confident with familiar adults.	<b>Music:</b> Body percussion Explore how sounds can be changed.	<b>PSED:</b> Children are supported to develop confidence to speak with peers and to develop strategies to resolve disagreements.	<b>Music:</b> Using music and sound to express feelings and ideas.	<b>PSED:</b> Persist when learning a new skill. To be confident to try new things. Discuss fairness and justice.	<b>Music:</b> Use of karaoke machine to show case their personal choice of songs and rhymes.	<b>PSED:</b> Children understand different views and solve problems independently. Children respond to significant experiences, showing a range of feelings.	<b>Music:</b> <b>Topic related songs. Respond to rhythmically to music. Developed a repertoire of songs and actions.</b>
	<b>Forest School:</b> Setting expectations, for road safety and boundaries and rules for exploring, learning and playing in nature.  <b>Key Texts:</b> We're Going on a Bear Hunt. Owl Babies Autumn	<b>Safeguarding:</b> School Rules, setting expectations for staying safe. Discuss E-Safety rules. Expectations for home time routine rules – only leaving carpet when called. Discuss what is bullying and importance of using kind words and gentle hands and sharing.	<b>Forest School:</b> Setting expectations, for road safety and Working collaboratively to build a den Climbing trees  Creating Autumn themed transient art.  <b>Key Texts:</b> Stick Man The Boy who grew a forest	<b>Safeguarding:</b> School Rules, setting expectations for climbing safely.  Discuss E-Safety rules.  Discuss allowing your friend the freedom to play with other children. Discuss ways of to self – regulate.	<b>Forest School:</b> Handling creatures safely and being respectful of their habitat. Discuss safety around the pond  Introducing tools  <b>Key Texts:</b> Not a Stick Stanley's Stick	<b>Safeguarding:</b> Focus on e-safety and how to be safe online Sharing information with parents so that they understand the risk of unsupervised internet use  Toilet rules- one child at a time	<b>Forest School:</b> Exploring and identifying the changes in nature. Taking care of the environment Feeding the birds- refill bird feeders  Introducing tools	<b>Safeguarding:</b> Focus on e-safety and how to be safe online Sharing information with parents so that they understand the risk of unsupervised internet use	<b>Forest School:</b> Investigating Mini-beasts and Using twigs and strings to weave  Bird watching and feeding. Pond dipping	<b>Safeguarding:</b> Talk about risks and how to minimise risk and the important role different adults play in keeping us safe.	<b>Forest School:</b> Maintain the fauna and flora in our wildlife garden.	<b>Safeguarding:</b> Talk about risks and how to minimise risk and the important role different adults play in keeping us safe.