

Communication and Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>					
Curriculum Goals	<p>To become a Curious Communicator, asking relevant questions and making comments, chatting back and forth with friends and adults and expressing ideas and feelings with confidence.</p> <p>To become a Wonderful Wordsmith, embracing new vocabulary, explaining its meaning, using it in their imaginative play and to retell stories and discuss a range of texts.</p>					
Specific Provision	<p>As the development of children's spoken language underpins all seven areas of learning, both specific provision and ongoing provision in all areas incorporate communication and language.</p>					
Ongoing Provision	<i>Daily routines</i>	Ask for help when appropriate, explain issues. Use appropriate words to solve problems. Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	<i>Carpet Kingdom</i>	Develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback.				
	<i>Assembly</i>	Listening attentively to what is said, engaging in two-way conversation where appropriate, sitting still, putting up hand to share ideas, joining in with singing. <i>(To be developed throughout the year)</i>				
	<i>Drawing Club</i>	Learn and practise new vocabulary linked to story each week, listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts.				
	<i>Freeflow</i>	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own, take part in role play and small world play.				
	<i>Show and Tell</i>	Express thoughts and opinions, ask questions related to what they have heard, consider and answer questions.				
	<i>Story Time/ Poetry Basket</i>	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs.				
	<i>Wow Word Wall</i>	Words added to (ongoing) wall as they arise and then used throughout the day and encouraged in freeflow time. Separate weekly display for Drawing Club.				

Personal, Social and Emotional Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Curriculum Goals	<p>To become a Resilient Risk Taker, growing in confidence to try new activities, assessing risk, pushing themselves and encouraging others, showing perseverance and resilience when things get tricky and picking themselves up when they fall.</p> <p>To become a Fabulous Friend, working and playing co-operatively, taking turns, showing kindness and being sensitive to the needs and feelings of themselves and others.</p> <p>To become a Respectful Rule-Follower, recognising why we have rules and trying to behave accordingly and showing respect to others, to the equipment and to the environment.</p> <p>To become an Independent Individual, able to dress themselves, make independent choices, organise their personal equipment, manage their own hygiene and make healthy food choices.</p>					
Specific Provision	<p>Jigsaw: Being Me in My World</p> <p>*Class charter, school rules.</p> <p>*Road safety</p>	<p>Jigsaw: Celebrating Difference</p> <p>*Healthy Minds week.</p>	<p>Jigsaw: Dreams and Goals</p> <p>*Internet safety</p>	<p>Jigsaw: Healthy Me</p> <p>*Oral health</p> <p>*Healthy eating</p>	<p>Jigsaw: Relationships</p> <p>*Growing and changing – changing from being a baby to adult.</p> <p>*Sun safety</p>	<p>Jigsaw: Changing Me</p> <p>*Personal 'superpowers', transition to year 1</p> <p>*Keeping safe</p>
Ongoing Provision	<p><i>Daily routines</i></p>	Self-registration, book voting, 'choose it, use it, put it away' when using resources, change into wellies for playing in the garden/ on the field, turning clothes the right way round, change into waterproofs for Muddy Monday, recognise name labels in clothes, unpack/ pack book bag and sort own equipment at beginning and end of day, use toilets independently, be able to do up own coat and put on own hat/ scarf/ gloves, apply suncream independently, recognise importance of drinking plenty, snack time and lunch time.				
	<i>Carpet Kingdom</i>	Find a space, sit appropriately, listen to others, consider their ideas, share their thoughts.				
	<i>Drawing Club</i>	Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions				
	<i>Freeflow</i>	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	<i>Hatch Ride Values</i>	Discussing what they mean and what they look like in the school, spotting children living by them.				
	<i>Story Time</i>	Experience, explore and talk about positive relationships, feelings and emotions, diversity.				

Physical Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goals	<p>To become an Agile Adventurer, using strength, balance and co-ordination to run, jump, hop, skip, climb and dance confidently and safely.</p> <p>To become a Talented Tool User, holding a pencil effectively and using tools such as scissors, cutlery and paintbrushes with confidence.</p>					
Specific Provision	*Scissor skills – snipping and straight lines *Playdoh *Finger gym activities PE – different ways of moving/ throwing and catching	*Sewing Christmas cards *Sorting using tweezers *Hammering tees in pumpkins PE – rolling and balancing/ partner work	*Knife and fork with playdoh * Threading and weaving *Scissor skills – changing direction PE – dance/ ball control	*Knife skills – preparing vegetables PE – combining movements/ using apparatus	*Close observational drawing *Threading - harps PE – running and jumping/ team games	*Scissor skills – develop cutting curved lines *Using pipettes PE – throwing skills/ team games
Ongoing Provision	<i>Squiggle While You Wiggle/ Dough Disco</i>	Movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term.				
	<i>Playground Equipment (inc. bikes and scooters)</i>	Developing confidence, core strength, proprioception, balance, upper body strength				
	<i>Handwriting</i>	Pattern practice to develop handwriting movements. Letter formation taught alongside new phoneme. Daily morning handwriting practice, including name writing.				
	<i>Lunch Time</i>	Hold and use a knife and fork correctly. Good posture at table.				
	<i>Drawing Club</i>	Hold a pencil effectively, develop accuracy and care when drawing and writing.				
	<i>Freeflow</i>	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills. Painting, scissors, playdoh, range of pens and pencils in different sizes.				
	<i>Yoga</i>	Develop strength, balance and co-ordination. Mindfulness.				

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	<i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i>					
Curriculum Goals	<p>To become a Brilliant Booklover, enjoying listening to and sharing a range of books, joining in with familiar stories, retelling stories, anticipating key events and developing a sheer love of reading.</p> <p>To become a Fabulous Phonics Fan, knowing a sound for each letter of the alphabet and at least ten digraphs and reading books containing sentences they can decode.</p> <p>To become a Wonderful Wordsmith, embracing new vocabulary, explaining its meaning, using it in their imaginative play and to retell stories and discuss a range of texts.</p> <p>To become a Remarkable Writer, writing phrases and sentences that can be read by others, writing in their play, forming most of their letters correctly and representing the sounds they can hear with letters.</p>					
Specific Provision	*Phase 1 – listening, oral segmenting and blending, rhyming. Phase 2 phonemes and tricky words. *Name copying and writing Writing secret symbols, initial sounds.	*Phase 2 phonemes and tricky words continued, alongside phase 1. *Name copying and writing Writing secret symbols, initial sounds, CVC words (developed as appropriate)	Revision of phase 2. Phase 3 phonemes and tricky words. *Writing phonetically decodable words, phrases and captions	*Phase 3 phonemes and tricky words. *Writing phonetically decodable words, captions and simple sentences.	*Practise phase 3 phonemes and tricky words. Phase 4 blends, clusters and tricky words. *Writing phonetically decodable words, captions and simple sentences. *Developing story structure (Tales Toolkit)	*Phase 4 blends, clusters and tricky words. *Writing phonetically decodable words, captions and simple sentences. *Developing story structure (Tales Toolkit)
Ongoing Provision	<i>Drawing Club</i>	Learn and practise new vocabulary linked to story each week, listen to and talk about stories, read and write secret passwords, labels, captions, sentences.				
	<i>Individual Reading</i>	Regular individual reading according to the needs of the child.				
	<i>Library</i>	Weekly opportunity to visit the school library.				
	<i>Freeflow</i>	Use Message Centre to read and create secret symbols/ sounds/ words/ phrases/ sentences to communicate, to make things happen, to retell events. Engage in and talk about books, retell stories and create their own. Label drawings/ models. Make signs for classroom and role play. Writing in different areas of Learning Landscape. Book corner. Focused books in different areas of Learning Landscape. Chalkboard/ whiteboard and writing table outside to promote writing in different areas.				
	<i>Phonological Awareness</i>	Daily phonics sessions. Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds.				
	<i>Story Time/ Poetry Basket</i>	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				

Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>					
Curriculum Goals	<p>To become a Mathematical Marvel, having a deep understanding of numbers to 10, recognising number patterns, comparing numbers, patterns and shapes, measuring a range of things and recalling number bonds to 5.</p> <p>To become a Super Subitiser, recognising quantities up to 5 without counting and using that knowledge to make connections and see groups within larger quantities.</p>					
Specific Provision	<ul style="list-style-type: none"> *Matching and sorting *Comparing amounts *Representing, subitising, comparing and composition of 1, 2 & 3 *Representing numbers to 5 *Comparing size, mass and capacity *Exploring pattern *Circles and triangles 	<ul style="list-style-type: none"> *One more and one less *Introducing zero *Comparing and subitising numbers to 5 *Composition of 4 and 5 *Positional language *Shapes with four sides *Time 	<ul style="list-style-type: none"> *Introducing 6, 7 and 8 *Making pairs *Combining groups *Conceptual subitising *Comparing mass and capacity *Length and height *Time 	<ul style="list-style-type: none"> *Introducing 9 and 10 *Comparing numbers to 10 *Bonds to 10 *Conceptual subitising *3D shape *Pattern 	<ul style="list-style-type: none"> *Building numbers beyond 10 *Counting patterns beyond 10 *Adding more *Taking away *Spatial reasoning *Match, rotate, manipulate 	<ul style="list-style-type: none"> *Doubling *Sharing and grouping *Even and odd *Patterns and relationships *Spatial reasoning *Mapping
Ongoing Provision	<i>Magic Maths/ Daily Routines</i>	Self-registration (10-frames), calendar, book voting, lunchboxes, subitising puzzle, missing numbers, 100 days, time, number songs.				
	<i>Drawing Club</i>	Use mathematical language when drawing, count, subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes.				
	<i>Freeflow</i>	Use and develop taught mathematical language. Practise taught skills, use and apply taught skills in real-life situations, using loose parts/ Numicon and other mathematical resources, including measuring tools and sand/ water. Use message centres to create secret symbols/passcodes to make things happen, complete puzzles, "What can you see, how do you see it?" Use calendars, clocks, timers, money and stop watches in role play. Use resources to create and extend patterns and use shapes to construct and to make other shapes.				
	<i>Story Time, including using specific maths texts</i>	Practise taught skills, "What do you notice?", "What can you see, how do you see it?" (Karen Wilding, EY Maths)				

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>					
Curriculum Goals	<p>To become an Environment Explorer, exploring their environment and the roles of people in it and comparing life now and in the past and different countries and cultural communities.</p> <p>To become a Nature Nurturer, exploring, embracing and caring for the outside world around them and everything that is living in it.</p> <p>To become an Inquisitive Investigator, making observations and asking questions about scientific processes, testing theories, making predictions and looking at changes that happen.</p>					
Specific Provision	Special People What makes people special?	Christmas What is Christmas?	Celebrations How do people celebrate?	Easter What is Easter?	Story Time What can we learn from stories?	Special Places What makes places special?
	*Seasons – Autumn	*Seasons – Autumn/ Winter	*Seasons – Winter	*Seasons – Spring	*Seasons – Spring	*Seasons – Summer
	*What makes my heart beat faster? *Why is it so important that we wash our hands?	*How can we protect Humpty Dumpty? *What would happen to the Gingerbread Man if he fell in the river?	*How can we make vehicles go faster? *Can we make a boat that will float?	*What will sink and what will float? *How can we make ice melt?	*What happens during the lifecycle of a butterfly? *What do plants/ humans need to grow?	*How does jelly change? *Do frozen peas melt?
	*My house. My new school. The school grounds.	*My address. The area outside the school.	*Solar system. No oxygen in space. Different temperatures. Different vehicles to travel to different places.	*Where I live and where it is in the country. Different countries and climates. Maps and globes. Different creatures live under the sea.	*Climates in different countries – what types of plants grow where. Different habitats.	
	*Family trees. Transition from nursery to school.	*Questions arising from fairy tales – clothes, milk from a cow, baking own bread, cooking on a fire, letters v emails/ texts.	*How and why travel and transport has changed. George Stephenson Wright Brothers	*Christopher Columbus Amy Johnson	*How the children have changed from babies. Life cycles.	*Florence Nightingale

Ongoing Provision	<i>Drawing Club</i>	Draw and talk about characters and settings, draw simple maps
	<i>Freeflow</i>	Learn and practise new vocabulary, create small world environments, role play, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts.
	<i>School Grounds</i>	Muddy Monday. Explore the school grounds, climb trees, hunt for creatures and plants, discover environments and habitats, observe seasonal changes, take risks, show respect to living things. Observation of 'our tree' over the year.
	<i>Story Time</i>	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries.

Key vocabulary linked to NC subjects <i>(including but not limited to)</i>	<i>RE</i>	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque
	<i>History</i>	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend
	<i>Geography</i>	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	<i>Science</i>	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	<i>Computing</i>	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Festivals/ special times	Harvest Festival (8.10)	Diwali (4.11) Bonfire Night (5.11) Remembrance Day (11.11) Stir Up Sunday (21.11) Christmas (25.12)	New Year (1.1) Chinese New Year (1.2)	Shrove Tuesday (1.3) 100 Days of School (3.3) World Book Day (3.3) Mother's Day (27.3) Easter (17.4)		Father's Day (19.6)
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Expressive Arts and Design						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Once Upon a Time	Are We There Yet?	Adventure is Out There	Ready, Steady, Grow	Saving the World
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	To become a Constructive Creator , creating using a variety of tools, techniques and materials, enjoying sharing their creations and processes with others and using their creations in their play. To become a Passionate Performer , playing imaginatively, making music, singing a range of songs and performing with others, both informally and formally to an audience.					
Specific Provision	Harvest Festival *Use templates and stencils with pencils *Wax crayon rubbings *Print – fingers, stampers *Malleable materials – use rolling pins and cutters *Transient art - sanf *Use felt tip pens. *Use chalks inside and out	Christmas play *Use stencils with paints and sponges *Print - outlines *Paint – different brushes, different surfaces *Malleable materials – roll and shape by hand *Use oil pastels *Junk model – join with tape/glue and embellish	Class assembly *Print – relief printing with rollers *Paint - colour mixing *Malleable materials – imprint, use mark makers *Transient art – loose parts (Treasure Trolley) *Collage – cut and stick *Weaving	*Paint – wax resist *Print – 3D shapes *Junk model – flanges and hinges *Weaving Consolidate and refine previously taught skills and techniques independently	Class assembly *Observational drawings *Paint – using water colour paints *Transient art – natural loose parts *Sewing Consolidate and refine previously taught skills and techniques independently	*Malleable materials – pottery/sculpture *Junk model – moving parts *Sewing Consolidate and refine previously taught skills and techniques independently
	Artist – Tony Plant (sand)		Artist – Hilma af Klint (colour mixing)		Artist – Andy Goldsworthy (natural loose parts) Emily Stackhouse (close observational drawing)	
Ongoing Provision	Drawing Club	Develop drawing skills, use imagination, develop storylines.				
	Freeflow	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools and materials, create collaboratively, develop storylines in pretend play, use imagination, role-play, small world play. Creative area – free access to junk modelling, pencils, chalks, crayons, paint, playdoh, collage materials etc. Treasure trolley – loose parts. Range of construction sets. Box of musical instruments.				
	Story/song time Poetry Basket	Sing a range of songs/nursery rhymes, understand the structure of stories.				
Key vocabulary linked to NC subjects <i>(including but not limited to)</i>	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Music	song, chorus, repeat, round, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				

