

Term:	Autumn		Spring		Summer	
<b>Topic:</b>	<b>What makes me Special?</b>	<b>How do we celebrate?</b> <i>(Halloween, Autumn, Diwali, Hanukkah, Christmas)</i>  <b>Season Focus:</b> Autumn <b>Celebration Focus:</b> Diwali (12 Nov) Hannukkah (7 Dec)	<b>Where am I?</b> <i>(Transport, map work, vehicles)</i>  <b>Celebration Focus:</b> Chinese New Year (22 Jan)	<b>Who am I?</b> <i>(animals)</i>  <b>Season focus:</b> Spring, Easter <b>Celebration Focus:</b> Eid (21 <sup>st</sup> April)	<b>How does it grow?</b> <i>(Plants)</i>  <b>Celebration Focus:</b> Independence Day (July 4 <sup>th</sup> )	<b>Where will the story take you?</b> <i>(Traditional tales)</i>  <b>Season focus:</b> Summer
<b>Class Texts:</b>	Elmer Rainbow fish Owl babies The colour Monster What makes me a me? Our class is a family The invisible String A superhero like you	Meg and Mog Room on the broom Don't hog the hedge Percy the park keeper Pumpkin Soup Leafman Rama and Sita Hanukkah Bear The Christmas Story Owl babies The Christmas Pine Non-Fiction books	Journey home from Grandpas house We catch the bus You can't take an elephant on the bus We're going on a bear hunt Non-fiction transport books Super submarine book collection. Who's driving? What's inside books.	Non-fiction spring books We're going on an egg hunt Farmyard Hullabaloo Rumble in the jungle The Koala that could Monkey Puzzle Walking through the jungle On the farm	Non-fiction books on planting and mini-beasts  Japsers Beanstalk The Tiny Seed The Extraordinary Gardener The amazing life cycle of plants Olivers vegetables Mad about Minibeasts	Non-fiction Summer books  Traditional tales: little red riding hood Three little pigs Goldilocks and the three bears Pop'n'Oilly books Alternative traditional tales books.

**Prime Areas**

<b>C&amp;L</b> Listening, Attention and Understanding and speaking	Communicates wants and needs uses simple utterances High quality interactions Listening to stories and sequencing ideas Model: Show, tell and question (Blank level)	Embedding new words in a range of contexts through conversations, storytelling and role play Sensitive questioning that invites children to elaborate on own ideas Sharing ideas with support and modelling from practitioner Use of ELKLAN strategies	Opportunities to promote high qualities interactions will be; A language rich environment, new vocabulary, frequent reading Active engagement in stories, non-fiction, rhymes and poetry Retelling of stories, listening games.	Role-play Following stories and listening to questions Responding to what others say. A language rich environment Introduction of new vocabulary Understanding who, what, where and when questions	Use vocabulary familiar to them Begins to talk in longer sentences. Learns and uses new vocabulary appropriately Understands who, what, where and when questions. Understands how and why questions	Responding to stories and class discussions Asks questions to find out more information Can hold a conversation with an adult or friend Make comment about what they have heard
<b>PSED</b> Self-Regulation Managing self Building relationships	Circle time, Good sitting/good speaking What makes us special? Turn taking What makes a family? Our Homes What makes a good listener? New beginnings	Being respectful for our differences Making friends and falling out Consequences of actions How to be a good friend Feelings and emotions Resilience Special people	Show sensitivity to own and others ideas and needs Develops play ideas with others Understanding the importance of following instructions	Can recognise their own feelings Develops a I can't do it yet attitude Can play alongside another child	Takes turns Helps find solutions Interacts other children in an acceptable way  Can follow simple instructions Follows rules	Recognise the feelings of characters in a story Takes turns  Complete a task and understand instructions at the same time.

	Rules and boundaries		Healthy and unhealthy foods (oral hygiene)	Able to accept the needs of others during co-operative play Understands when they need help. Able to solve problems	Manage their own basic hygiene Form positive relationships	Remind friends of rules and follow them. Focused attention
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<b>PD</b> Gross Motor Skills Fine Motor skills	<b>Gross Motor:</b> large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus, using resources safely <b>Fine motor:</b> small muscular movements, finger strength development, using small tools and apparatus Dressing and Undressing independently Developing cutlery skills Listening and Attention Games – Following Instruction		<b>Gross Motor:</b> large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus Develop balancing skills <b>Fine motor:</b> small muscular movements, finger strength development, using small tools and apparatus malleable materials,	<b>Gross Motor:</b> Improve balancing skills Ride a 3 wheeled scooter Run and climb with confidence Use large movements to produce circles and crosses Move in imaginative ways Balance with more precision and accuracy <b>Fine motor:</b> develop a digital grasp Use of large one-handed tools Replicate patterns, letters and numbers	<b>Gross Motor:</b> improve balancing skills Begin to ride a balance bike Develop ball skills Introduce of P.E sessions for reception children Manage their own risk Pedal a bike with stabilisers <b>Fine motor:</b> begin to form recognisable letter using writing tools with a comfortable grip Uses a range of small tools Hold a pencil effectively using a tripod grip	
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**Specific Areas**

<b>Literacy N</b> Comprehension Word Reading Writing	Baseline Assessment	Squiggle While You Wiggle Name Building/Phase 1 Nursery Rhymes	Squiggle While You Wiggle Name Building/Phase 1	Squiggle While You Wiggle Name Building/Phase 1	Squiggle While You Wiggle Name Building/Phase 1	Squiggle While You Wiggle Name Building/Phase 1 Sequencing and retelling of stories	Squiggle While You Wiggle Name Building/Phase 1 Sequencing and retelling of stories
		Emergent Writing opportunities- Mark making under the pictures of family portraits, through role play areas, purposeful mark making.	Emergent writing opportunities – celebration cards, invitations, lists,	Emergent writing opportunities; tickets, lists, labelling maps with initial sounds	Emergent writing opportunities: drawing and labelling of animals, Easter cards	Emergent writing opportunities: Name writing Initial sounds CVC word writing	Emergent writing opportunities: names writing, sequencing of stories, CVC words, initial sounds
Phase 2 phonics		Phonics ELS - Phase 2/3	Phonics phase 3	Phonics phase 4	Phonics phase 5	Phonics phase 5	
Writing opportunities- labelling pictures of family portraits, name writing, through role play/challenges, writing for a purpose		Writing opportunities - celebration cards, invitations, lists, simple word writing, labelling, story sequencing, nativity story	Labelling maps, shopping list, tickets, simple sentence writing	What am I riddles, labelling, caption writing, spring senses writing	Labelling, life cycle of a plant, instruction writing, caption and simple sentence writing	Retelling of stories, character profiles, labels	
<b>Maths N</b> Number Numerical Patterns	Baseline	Comparing quantities, Reciting numbers , Recognising numerals to 3 and combining objects, Shape		Counting sets of objects using 1-1 correspondence Recognising numbers to 5 Naming and exploring shape Sorting shapes according to colour Exploring repeated patterns Subitising 1/2		Sorting and classifying objects Recognising numbers to 10 Combining different groups of objects Exploring and creating AB patterns Sorting shapes according to pattern Subitising 3	

<p><b>Maths R</b> Number Numerical Patterns</p>		<p>Match and sort Circles and Triangles Positional Language Composition of numbers within 5 Compare sets of objects Conceptual subitising Representing numbers on fingers Counting pattern to 10 1-1 counting</p>	<p>Shapes with 4 sides Time Positional Language Composition of numbers within 5 Compare sets of objects Conceptual subitising Representing numbers on fingers Counting pattern to 10 1-1 counting</p>	<p>Doubles Odd and even number shapes Cardinality and ordinality of counting sequence Order numbers Count beyond 20 Repeated patterns Length and height Time Compare mass Capacity</p>	<p>Doubles Odd and even number shapes Cardinality and ordinality of counting sequence Order numbers Count beyond 20 3-D shapes Spatial awareness Patterns</p>	<p>Spatial reasoning Match, rotate, manipulate shapes Counting larger numbers Explore range representations to 10 Doubles Compare quantities One more and one less to 10 Conceptual subitising</p>	<p>Patterns and relationships Spatial mapping Mapping Counting larger numbers Explore range representations to 10 Doubles Compare quantities One more and one less to 10 Conceptual subitising</p>
<p><b>UTW</b> Past and Present The Natural world People, Culture and Communities</p>	<p>Personal History: When I was in Nursery? Before school? What is old? What is new?</p> <p><b>Geography links:</b> Exploring the immediate and local environment where we live Looking at maps of Westhoughton All about my family, How we grow, Where I live? <b>Computing links:</b> Digital Citizenship <b>R.E links: Thematic</b> Being Special: Where do we belong?</p>	<p><b>History links:</b> Personal history: The Christmas Story, Christmas in the past <b>Science Links:</b> Observing similarities and differences in Autumn, Observing changes, colours and patterns in the environment, Colour and light <b>R.E links: Christianity – Incarnation</b> Why do Christians perform Nativity plays at Christmas? <b>Computing links:</b> exploring programmable toys, cause and effect</p>	<p><b>Geo links:</b> Looks at maps to show we live in England and that there are other countries in the world. Ariel views Compare different countries <b>History links:</b> how vehicles have changed over time <b>Computing links:</b> exploring programmable toys, cause and effect, apps on ipads <b>R.E links: Thematic</b> Which places are special and why?</p>	<p><b>Science links:</b> make basic representations of things they have observed Name and label features of their observations Understand some important processes and changes <b>R.E links: Christianity – Salvation</b> Why do Christians put a cross in an Easter Garden? <b>Computing links:</b> exploring programmable toys, cause and effect, apps on ipads</p>	<p><b>Science links:</b> observing plants, naming plants, labelling plants, mini beast hunts, looking at habitats <b>Geography links:</b> where does fruit and veg come from <b>Computing links:</b> exploring programmable toys, cause and effect, apps on ipads <b>R.E links: Thematic</b> Which stories are special and why?</p>	<p><b>Science links:</b> seasons and how they change <b>History links:</b> stories from the past, compare to stories now. <b>Computing links:</b> exploring programmable toys, cause and effect, apps on ipads, understanding and exploring simple algorithms <b>R.E links: Christianity – Creation</b> Why is the word ‘God’ so important to Christians?</p>	
<p><b>EAD</b> Creating with Materials Being Imaginative and Expressive</p>	<p><b>Art:</b> Painting – tools Drawing – lines and shape Self portraits <b>Artists:</b> Frida Kahlo</p> <p><b>DT:</b> pumpkin hammering, introduction to wood work area</p> <p><b>Music/Singing:</b> exploring instruments, singing nursery rhymes Role play opportunities Actions, movements and imagination Nursery rhymes</p>	<p><b>Art:</b> Printing – press printing: leaves, fruit and vegetables Drawing – different media <b>Artists:</b> Yayoi Kusama</p> <p><b>DT:</b> exploring existing products – Christmas decorations, designing and making own Christmas decoration</p> <p><b>Music/Singing:</b> exploring instruments, singing Christmas songs Role play opportunities, Christmas nativity.</p>	<p><b>Art:</b> Collage – scissor skills Drawing – lines and shapes <b>Artists:</b> Henri Matisse</p> <p><b>DT:</b> exploring existing products – wheels, designing vehicles, vehicle junk modelling - mechanisms</p> <p><b>Music/Singing:</b> copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group.</p>	<p><b>Art:</b> Sculpture – clay Drawing – features and details <b>Artists:</b> Niki de Saint-Phalle</p> <p><b>DT:</b> exploring existing products – bird house, designing animal homes, junk modelling animal homes – joining materials</p> <p><b>Music/Singing:</b> copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group.</p>	<p><b>Art:</b> Painting – colouring mixing Drawing – observational drawing <b>Artists:</b> Van Gogh - Sunflowers</p> <p><b>DT:</b> Enterprise Day – designing and making a tie dye t-shirt to sell on Enterprise Day</p> <p><b>Music/Singing:</b> copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group, performs in front of the class</p>	<p><b>Art:</b> Sculpture – outdoor transient art Drawing – light and dark <b>Artists:</b> Andy Goldsworthy</p> <p><b>DT:</b> exploring existing products – picnic blankets, designing a picnic blanket, three bears picnic blanket - textiles</p> <p><b>Music/Singing:</b> copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group, performs in front of the class</p>	
<p><b>Big Question</b></p>	<p>How can we show resilience? (Gates Golden Goals)</p>	<p>What does progress mean to me?</p>	<p>What happens in Winter?</p>	<p>Are all families the same? (LGBT month)</p>	<p>What is Earth day?</p>	<p>What is pollution?</p>	

		(Gates Golden Goals)				
	What is democracy?	What is Remembrance Day?	Where do people go to pray?	How can we show kindness to animals?	How do we celebrate Eid?	How do we eat healthy?
	How can we be more independent? (Gates Golden Goals)	How do we show good engagement? (Gates Golden Goals)	How do we get places?	Who is Jane Goodall?	Where does food come from?	How can we show kindness?
	How do we look after our environment? (recycle week)	Are we all the same?	How has transport changed?	What would you need on a desert island?	Why do we celebrate VE Day?	How have stories changed?
	What is Hannukah?	What is respect? (Gates Golden Goals)	How do I look after my mind?	What is the Easter story?	What is a family?	Why is Health and Fitness Week important?
	How can we help others? (Gates Golden Goals)	What is the Christmas story?	Who helps us stay safe?	How do we celebrate Easter?	What do flowers need to grow?	Why is learning important?
<b>Parental involvement</b>	Reading and writing workshop Reading and writing stay and play	Maths workshop Maths stay and play	Reading and writing stay and play	EAD, UTW stay and play	Mathematics stay and play	Transition stay and play Parent picnic
<b>The Gates Great Expectation</b>	To get muddy Be seen in the media To vote in an election	To take part in a school production To send a letter and post it	To flip a pancake To follow a basic recipe To watch a pantomime	To see a chick hatch To hold an animal To try different food To look after a pet	To take part in a mini enterprise To follow a basic recipe	Run 50 miles as a class Try a new sport To have a picnic Be seen in the media
<b>Enrichment</b>	Settling into school	Diwali food tasting	Visit from different vehicles Making stir-fry Chinese feast	Animal workshop into school Ducklings hatching Making Pancakes	Growing vegetables	Parent Picnic – children preparing the food Health and fitness week