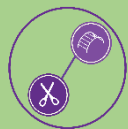
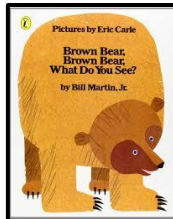
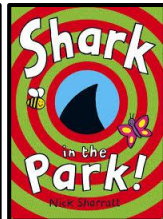
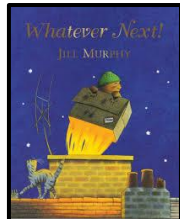
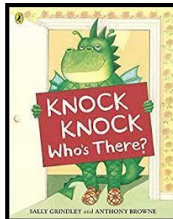
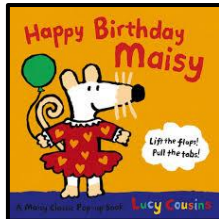
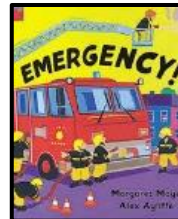
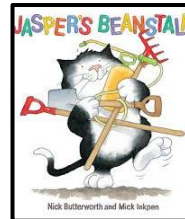
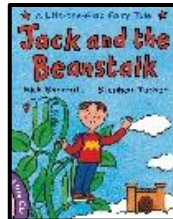
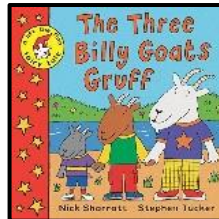
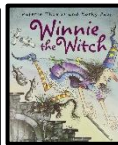
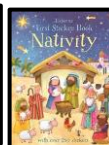
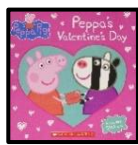
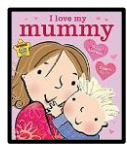
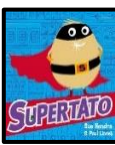
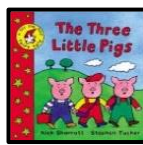
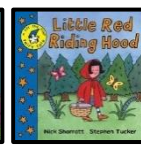


OUR PLACE IN OUR WORLD		ASPIRING ENTREPRENEURS		INQUISITIVE INVESTIGATORS		HEALTHY & HAPPY LIVING	
		Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Key Question		I wonder... <i>why</i> that happens	I wonder... <i>when</i> that happens	I wonder... <i>what</i> you celebrate	I wonder... <i>who</i> helps you	I wonder... <i>how</i> that happens	I wonder... <i>where</i> you'll go
Hook and Enrichment		Skittles experiment Colour mixing experiment (Windy day kites)	Nursery Rhyme Week Space rocket role play Bonfire/Halloween Party Christmas around the World (PIPS) Christmas party + Santa	Birthday party CNY food Pancakes <i>Storytelling week workshop</i>	People Who Help role play Easter hunt + bingo Eid photos/cards <i>Emergency Service visits</i>	Making giant bubbles Planting Seeds Baby photos <i>Farm Visit</i>	Pirate role play Graduation Ice cream party
Area of Learning	Strand of Learning						
Communication and Language  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions.	Listening, Attention and Understanding  	Enjoy listening to longer stories and can remember much of what happens.				Sing a large repertoire of songs.	
		Pay attention to more than one thing at a time, which can be difficult.				Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	
	Speaking 	Use a wider range of vocabulary.				Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	
		Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".				Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	
		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"				Use longer sentences of four to six words.	
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."							
Observation checkpoint: <u>Around the age of 3</u>, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? <u>Around the age of 4</u>, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions? 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.							
		Give 2 part instructions regularly, breaking down into single parts as required	Children attend to listening and drawing during first guided draw opportunity. Model listening and taking part as a skill.	Children attend to listening and drawing during guided draw opportunity. Model listening and taking part as a skill.	Children attend to listening and drawing during guided draw opportunity. Encourage drawing and describing their work as they go as a skill.	Children attend to listening and drawing during guided draw opportunity. Encourage drawing and describing their work as they go as a skill.	Encourage drawing and describing their work as they go as a skill.
		Settling in and making new friends—children share information about themselves.	Give 2 part instructions, breaking down into single parts as required	Give 2 part instructions regularly	Give 2 part instructions regularly	Give 2 part instructions regularly	Give 2 part instructions regularly
		Story—Pay attention to animal and colour in the story		Story—Comment on their own memories of parties and things they need for a party.	Story—Use info about emergency services in role play.	Story—Use stories to inform small world and role play	Story—Use stories to inform small world and role play
		Talk about changes in colours in experiments and paint mixing	Story—Use ideas within the stories to guide role play opportunities.	Describe what they see—making pancakes, winter, moving a ball	Describe what they see—making Easter nest, spring, cars and ramps	Importance of speaking in order to storyboard.	Importance of speaking in order to storyboard.
		Describe what they see outside—autumn.	Describe what they see—magnets, biscuit baking	Compare and contrast—cloud dough to playdough/clay.	Compare and contrast—kinetic sand to playdough/clay/cloud dough.	Describe what they see—diversity through stories, butterflies, seeds, gingerbread men. Describe why...	Describe what they see—ladybirds, handa, summer, float/sink
		Compare the festivals Halloween and Dia de Los Muertos—using new vocabulary.	Compare and contrast—clay to playdough.	Compare the festivals New Year/CNY/Valentines/Pancake Day.	Say who will help them. Why that person?	Compare and contrast—Slime to playdough/clay/cloud dough/kinetic sand.	Compare and contrast—Cornflour slip to Slime/ playdough/clay/cloud dough/kinetic sand.
		Sing nursery rhymes inc. Key 5	Compare the festivals bonfire/children in need/ Diwali/Christmas.	Sing nursery rhymes inc. Key 5	Compare the festivals Mother's Day, Holi, Comic Relief	Sing nursery rhymes inc. Key 5	Explain how they feel—transition.
			Sing nursery rhymes inc. Key 5				Sing nursery rhymes inc. Key 5
			World Nurserv Rhyme week		Sing nurserv rhymes inc. Key 5		

Personal, Social and Emotional  Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.	Building Relationships 	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Observational checkpoints: <i>Around the age of 3</i> Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? <i>Around the age of 4</i> Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties. Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP 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.																																														
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			Welcome to FS1 <table><tr><td>Settling in activities</td><td>Continue to develop and embed new routines and relationships formed in Autumn 1</td><td>Remind children of Nursery rules after Christmas. Work on children following expectations without needing reminding.</td><td>Children following expectations without needing reminding.</td><td>Preparing the children for change and transition</td><td>Preparing the children for change and transition. Expressing feelings about the change</td></tr><tr><td>Making friends</td><td>Building confidence and developing friendships</td><td>Work as a part of a group developing sense of responsibilities</td><td>Starting to speak in a familiar group</td><td>Show resilience and perseverance if things don't go their way</td><td>Take part in new experiences; Sport's Day, Transition Week</td></tr><tr><td>Learning and following new routines</td><td>Starting to speak about own needs, interests and opinions.</td><td>Work through conflicts and rivalries—labelling feelings and talking to resolve the issues.</td><td>Discuss being part of different communities, their roles and those of others particularly those who help us</td><td></td><td>Share ideas to manage fear, excitements and other emotions</td></tr><tr><td>Establishing relationships with adults</td><td>Aware of boundaries in setting.</td><td>Learn ways to stay safe using technology</td><td>Can talk about making healthy choices with regards to toothbrushing/dentist</td><td></td><td>Winning and/or loosing; support children to manage their emotions</td></tr><tr><td>Sharing their feelings with new people</td><td>Be increasingly independent in self care—toilet and handwashing.</td><td>Making healthy food choices</td><td></td><td></td><td>Can talk about making healthy choices with regards to exercise</td></tr><tr><td>Taking responsibility for themselves: tidying up, going to the toilet, putting on their coat</td><td></td><td></td><td></td><td></td><td>Transition in to FS2; support children to understand how they feel about this experience</td></tr><tr><td>Creating class rules together</td><td></td><td></td><td></td><td></td><td>Maintaining and extending relationships with new adults</td></tr></table>	Settling in activities	Continue to develop and embed new routines and relationships formed in Autumn 1	Remind children of Nursery rules after Christmas. Work on children following expectations without needing reminding.	Children following expectations without needing reminding.	Preparing the children for change and transition	Preparing the children for change and transition. Expressing feelings about the change	Making friends	Building confidence and developing friendships	Work as a part of a group developing sense of responsibilities	Starting to speak in a familiar group	Show resilience and perseverance if things don't go their way	Take part in new experiences; Sport's Day, Transition Week	Learning and following new routines	Starting to speak about own needs, interests and opinions.	Work through conflicts and rivalries—labelling feelings and talking to resolve the issues.	Discuss being part of different communities, their roles and those of others particularly those who help us		Share ideas to manage fear, excitements and other emotions	Establishing relationships with adults	Aware of boundaries in setting.	Learn ways to stay safe using technology	Can talk about making healthy choices with regards to toothbrushing/dentist		Winning and/or loosing; support children to manage their emotions	Sharing their feelings with new people	Be increasingly independent in self care—toilet and handwashing.	Making healthy food choices			Can talk about making healthy choices with regards to exercise	Taking responsibility for themselves: tidying up, going to the toilet, putting on their coat					Transition in to FS2; support children to understand how they feel about this experience	Creating class rules together					Maintaining and extending relationships with new adults			
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Physical Development 	Gross Motor Skills 	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.				Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.																																										
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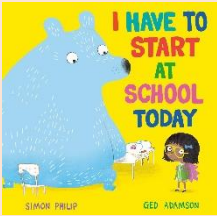
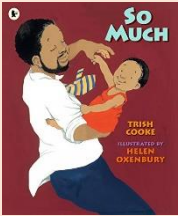
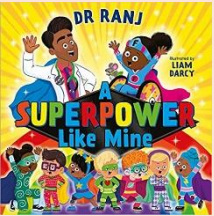
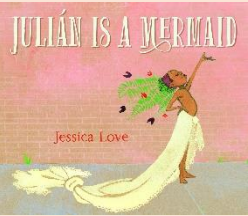
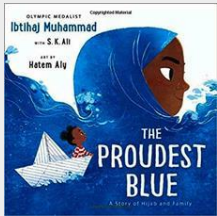
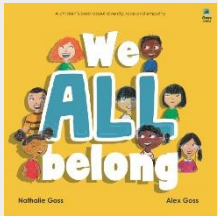
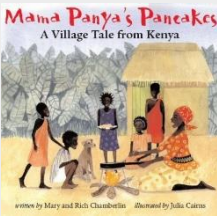
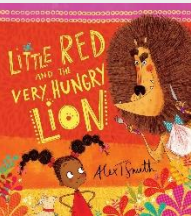
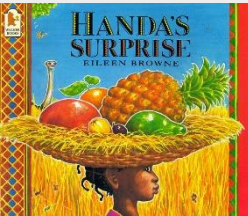
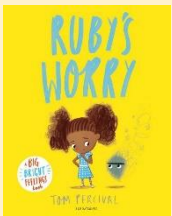
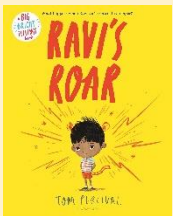
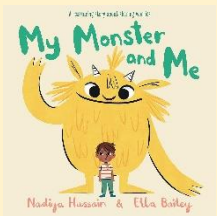
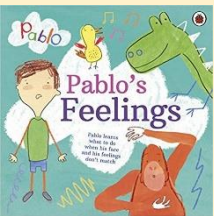
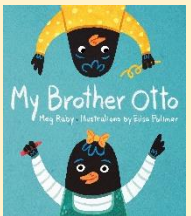
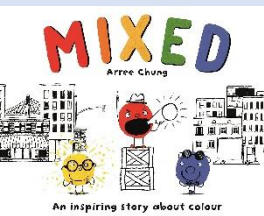
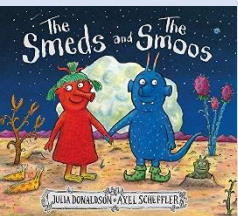
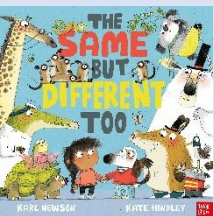
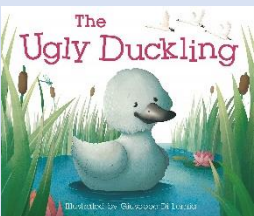
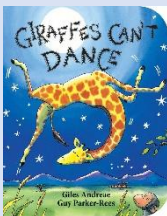
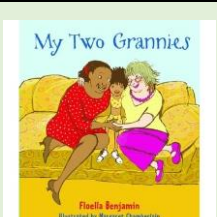
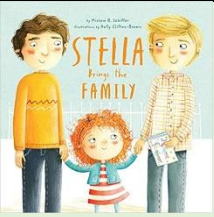
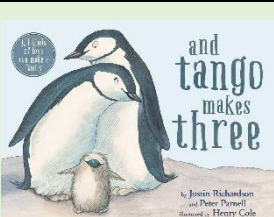
		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional 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. A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child’s individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to faster their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Activities will be both child initiated and adult directed and assessment will be used to monitor and support children throughout, at their own appropriate level.						
Literacy Possible Texts 	Comprehension Texts are carefully chosen to support and promote our topics, which are based on events throughout the year and children’s observed interests. A love for reading is promoted through daily story times.	 	 		 	 		
Possible Supporting Texts			  	 	 	 	 	
Writing Opportunities		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name Write some letters accurately The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children’s interest and themes personal to the children’s needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.						
	Writing 	Mark making animals (Brown Bear Story)	Mark making character ‘Who’s behind the door’ Mark making potion Name copying (Christmas card)	Party lists Shopping lists Party invites	Draw Hero and copy label Draw Mummy and copy name	Draw character, copy name and label Story mapping	Letter formation Draw selves and write/copy name	
Phonics Floppy Phonics 	Word Reading 	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Children are exposed to Level/Phase 1 phonics continuously throughout the year, through taught, focus sessions and provision. The aspects below are those which are a focus for that half term, during focused teaching inputs. Children are also challenged in response to their individual abilities.						
		Phase 1	Phase 1 sessions focusing on Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme (through stories)	Phase 1 sessions focusing on Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme (through stories)	Revisiting Aspect 2: Instrumental sounds Aspect 3: Body percussion Greater focus on Aspect 4: Rhythm and rhyme Expose children to Aspect 5: Alliteration Aspect 7: Oral blending and segmenting	Expose children to: Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral blending and segmenting	Continue to expose children to Aspect 1-7 with particular focus on Aspect 4: Rhythm and rhyme Aspect 7: Oral blending and segmenting	Continue to expose children to Aspect 1-7 with particular focus on Aspect 4: Rhythm and rhyme Aspect 7: Oral blending and segmenting

				<i>Expose children to letter sounds</i> <i>(in line with topic eg p-Party)</i> <i>Floppy Order : s,a,t,p,i, n,m,d,g,o,c, k,ck,e,u,r h,b,f,l)</i>	Introduce Floppy Phonics Lilac/Phase 1 books Book 1: At the Farm Book 2: At Home Book 3: Fun at School	Introduce Floppy Phonics Lilac/Phase 1 books Book 4: Out in Town Book 5: At the Park Book 6: At the Match	Continue Floppy Phonics Lilac/Phase 1 books Book 7: At the Concert Book 8: At the Market Book 9: At the Seaside	Continue Floppy Phonics Lilac/Phase 1 books Book 10: At the Carnival Book 11: At the Party Book 12: At the Wildlife
	Ph 2			<i>s, p, t, a, i, m</i>	<i>p, n, l, u, f, s, m, d, e, r</i>	<i>S a t p, b t f, b, c, d u</i>	<i>p w, h l w, r g</i>	
Mathematics  At BPS we follow White Rose Maths in R-Y6. In FS1 we ensure children understand the principle of 1:1 counting, the cardinal principle, show awareness of representing number in different ways and subitising etc. We meet shape and measure to ensure children have a wide understanding and develop language skills to support play.	Number  Numerical Patterns	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').				Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'		
		Recite numbers past 5.				Understand position through words alone – for example, "The bag is under the table," – with no pointing.		
		Say one number for each item in order: 1,2,3,4,5.				Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.		
		Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').				Make comparisons between objects relating to size, length, weight and capacity.		
		Show 'finger numbers' up to 5.				Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.		
		Link numerals and amounts				Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.		
		Experiment with their own symbols and marks as well as numerals.				Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.		
		Solve real world mathematical problems with numbers up to 5.				Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		
		Compare quantities using language: 'more than', 'fewer than'.						
		Animals Sorting	5 Little Pumpkins Counting and subitising	Describing Shapes 2d and 3d Environmental shape	Superhero numbers Super hero numbers Making a tally	Recognising Numerals Giving an amount	Patterns Patterns in the environment Record mark making	
		Pattern and Colour Describing	How many bugs? Counting Strategies and recording	I am Subitising and counting for the numeral	Number hunt Careful counting	Taller and taller! Heavier, heavier, heavier! Hunt Record mark making	3D shapes Shapes in their lunch box Record mark making	
		How many fingers? Counting and subitising-3	Pudsey- Patterns Pattern Day Spotty Day	Using Numicon Counting and how many?	Shapes 2d in the environment Making maths marks	Magic shapes...wave your wand 2d and 3d shapes	Water, Water, Water Full empty half full ect.	
		Sharks more, less, the same	Give me...? Counting out and numerals	Pattern Patterns and repeated patterns	Subitise 3 Finding 3 in the environment	Careful counting! Counting out for a number	Subitising Counting amounts altogether making marks	
		How many fingers? Counting	Introducing numicon	High 5 counting up to 5 and showing	Patterns Easter Eggs Making AB patterns	What time is it Mr Wolf? Sequencing a day	What happens in the day? Sequencing a day	
		Who is the tallest? Measure	Shapes and their properties 2d and 2d	Tall and Short What is taller/shorter than me Heavy and light	Shapes Easter Bingo	Today I will...	Transition week	
						Comparing Amounts More Less the same	Bingo Numbers and objects	

Understanding the World 		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.					
	People, Culture & Communities 	Continue developing positive attitudes about the differences between people.					
		Show interest in different occupations.					
		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
		Halloween and Dia de Los Muertos —Compare festivals	Christmas around the world - Compare different ways of celebrating. Compare different celebrations.	Chinese New Year — China. Explore traditions and meanings. Mama Panya’s Pancakes - Kenya. Compare and contrast	Occupations - People Who help us. Talk about roles Festival of Colours - India. Compare festivals.	Diversity - Through weekly diversity stories (as listed below) discuss differences between our families and the ones in the story.	Handa - Set in Africa. Compare homes
		Explore globe and maps within the classroom. Listens to and enjoys books about the world around them.					
	The Natural World 	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary					
		Plant seeds and care for growing plants.					
		Understand the key features of the life cycle of a plant and an animal.					
		Begin to understand the need to respect and care for the natural environment and all living things.					
Explore and talk about different forces they can feel.							
Talk about the differences between materials and changes they notice							
Explore how things work.							
Playdough - Describe how it feels		Clay - Compare how this is different to sculpting playdough	Cloud dough - Discuss how this is the same/different to normal playdough			Cornflour Slip - How does it feel? Discuss how this is the same/different to playdough/slime...	
Autumn - Look at what is happening outside the window. Play with Autumn Treasures.			Winter - Look at what is happening outside the window. Play with snow/ice as it arrives.	Spring -Look at what is happening outside the window.	Baby Photos - Talk about growth and change Seeds - Planting sunflower seeds to send home. Plant a set to grow at school and compare differences.	Summer - Look at summer. Talk about sun safety (Hat, splat, wrap) Talk about water safety Ladybirds - Watch Ladybirds outdoors. Find the different phases of ladybird growth naturally.	
Baking - All children get the opportunity to mix a batch of playdough. Discuss differences between ingredients at beginning and end.		Baking - Decorate biscuits- CiN day.	Baking - Pancakes. Discuss differences between ingredients.	Baking - Make Easter nests. Discuss differences between ingredients at beginning and end. (Melting)			
Kites —talk about the weather required to make a Kite fly	Magnets - Talk about the force of attraction and repulsion	Moving a ball - Push/pull, gravity, slopes etc	Moving a car —Using ramps, guttering etc. What makes the car move faster? Does it move on a flat? Can you make it move on the flat?		Boats - Float and sink. Discuss the force.		
Colour Panels - Talk about differences and change.				Bubbles - Compare which bubbles are the strongest. Explore making different shaped and sized bubbles.			

		Use simple vocabulary to describe different types of weather and simple weather features e.g. cold, freezing, chilly, hot, warm, boiling. The sun is up because it is light but it's behind the cloud. Children to begin to use vocabulary related to the 4 seasons (spring, summer, autumn, winter) and can explain some of the natural changes they notice during some seasons. Daily Weather Song and discussion about suitable clothes for different weathers. Show curiosity about the world around them by asking what, how and why questions.					
	Past and Present  (Create timeline book of events as completed)	Starting school - What did you do over summer? What would you like to play at Nursery? Coding Week Black History Month	Celebrations - Can talk about Christmas celebrations. Can they remember what happened last Christmas? Mental Health day World Food day Remembrance Day Antibullying Week Children In Need	Can confidently talk about immediate members of my family in detail. Online Safety-Friendships Green Week- Energy Saving and Recycling Children's Mental Health Week—Talking Safer Internet Week—Together for a better internet Growth Mindset Week Women in Science day	Book day/Poetry Week Science Week Comic/Sports Relief Mental Health Monday—International day of Happiness Eid Al Fitr	Storyboard -- Can sequence 3 events. (*beginning, middle, end; first, next, last) Butterflies- Can talk about what it was (as a caterpillar), what has happened and what it is now. Understands difference between then and now. All about me—How have you changed? Did you have hair as a baby? What colour/length is your hair now? World Maths Day	Transition - Talk about what will happen next year. How is this different to now Pride Eid Al Adha. Online Safety- Share aware/Summer Safe Graduation
Expressive Arts and Design  This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	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.						
	Creating with Materials  Being Imaginative & Expressive  	Art and Craft Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing.					
		Colour mixing -exploring colour eg. Skittles experiment, hand painting, milk experiment etc Kites- Use materials to create own kites to fly outdoors. Decorate Telescopes- Create own rolled telescope and decorate.	Christmas crafts -cutting, sticking, clay, textures <i>POP UP card</i> Chalks- Space pictures Colour Mixing- Powder paint in puddles and brushing	Party chains - best joining media Chinese Lanterns- cutting skills Colour mixing- Painting snow/ice Outdoors	Mother's Day -Paper folding to make a spring Colour Mixing- Powder paint in puddles and brushing	Construction - Traditional tales, Build homes for the pigs and bridges for the goats. Create a design sheet and encourage following design.	Construction - Build pirate ships to support role play
		Drawing Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.					
		Modelled then Independent draw- Animal for Brown Bear book	Guided draw- Character in story Knock Knock	Guided Draw- Maisie Mouse. How does she feel? It's her birthday	Modelled then independent Draw-Firefighter/ Police Officer	Guided Draw- Characters/ story map Focus on how the characters feel linking to	Independent draw- Draw self for new teachers and final assessment

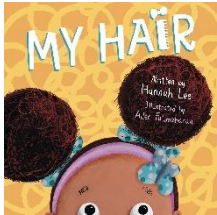
			Independent draw- Own Character using prompt sheets if required	Independent paint- Copy CNY animal (2023 Rabbit)			
	Small World and Role Play						
	Take part in simple pretend play, using an object to represent something else even though they are not similar.						
	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.						
	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.						
	An adult will guide play in provision to show all children how to play imaginatively						
	Home corner	Rocket Ship and Picnic	Birthday party	Vets/Doctors	Fairy Tale house	Home corner	
	Dinosaur Table	Rocket	Animal Table (Farm, Jungle, Arctic)	Fire and Police sets	Fairy tale characters	Pirate Ship table	
	Music and Song						
	Listen with increased attention to sounds.						
Respond to what they have heard, expressing their thoughts and feelings.							
Remember and sing entire songs.							
Sing the pitch of a tone sung by another person ('pitch match').							
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.							
Create their own songs or improvise a song around one they know							
	<u>Nursery rhymes</u> 5 Cheeky monkeys—explore volume Twinkle Dinosaur—explore volume <u>Key 5</u> 1. 5 Currant Buns 2. Head, shoulders, knees and toes 3. If you're happy and you know it 4. 1 Potato, 2 Potato 5. Dingle Dangle Scarecrow	<u>Nursery rhymes</u> 5 fat sausages—explore rhythm for suspense Christmas Song(s) <u>Key 5</u> 1. Tommy Thumb is up 2. Twinkle Twinkle Little Star 3. 5 Little Men in a Flying Saucer 4. Humpty Dumpty 5. 5 Little Elves	<u>Nursery rhymes</u> Wind the bobbin- experiment with speed Create own song verses <u>Key 5</u> 1. 5 Little ducks 2. Pat-a-cake Pat-a cake 3. 5 fat snowman 4. Penguin dance 5. Wind the bobbin up	<u>Nursery rhymes</u> Use percussion instruments/body percussion to beat rhythms (Duke of York) Create own song verses <u>Key 5</u> 1. 1, 2, 3, 4, 5, ...fish alive 2. Grand Old Duke of York 3. Hop Little Bunnies 4. Miss Polly had a Dolly 5. 5 little fireman	<u>Nursery rhymes</u> Animal Fair- explore adding sound effects to song. Use instruments to represent sounds <u>Key 5</u> 1. Old Mcdonald had a Farm 2. 5 little Monkey 3. I had a little Turtle 4. There's a tiny caterpillar on a leaf 5. Incy wincy	<u>Nursery rhymes</u> Goldilocks- Explore volume and pitch for characters <u>Key 5</u> 1. 5 speckled frogs 2. Wheels on the Bus 3. Row row row your boat 4. Baa Baa Black Sheeo 5. Pirate Song	
British Values		<u>Rule of Law-</u> <u>Nursery rules</u> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<u>Mutual Tolerance-</u> <u>Different family celebrations</u> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<u>Mutual Tolerance-</u> <u>Different celebrations</u> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<u>Mutual Respect-</u> <u>Different Celebrations</u> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated	<u>Democracy-</u> <u>Favourite fairy story Vote</u> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<u>Individual Liberty-</u> <u>Transition playing with my new friends</u> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

Equality and Diversity  Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves. Other learning opportunities are adult led. Another way we encourage our children to be aware of how people's lives can be different to one another is through books.	BAME main characters						
	Cultural Diversity						
	Neurodiversity						
	Physical Diversity						
	Familial Diversity						

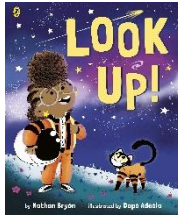
Extras to fit with topics:

BAME-

My Hair (Hannah Lee)—Rhyming and Birthday theme

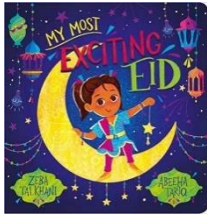


Look up (Nathan Bryon)—Space theme



CULTURAL DIVERSITY

The Most exciting Eid—Zeba Talkhani



The Best Diwali—Sonali Shah

