



TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
End of Term Whole School Enrichment Weeks	Community Projects Week - Fundraising, helping those in need and improving the school and wider community.	Celebration of Differences, Values, Freedoms and Cultures Week - Celebrations around the World and within our community	Inventions, Ideas Careers and Problems of the Future Week - STEAM, career and small business projects.	Our Planet, our World Week - Looking at sustainability, climate change, the enhancement and impact of humans on the Planet.	Creative and Expressive Arts Extravaganza Week - Working with local amateur and professional artists, musicians and actors.	What we have Learnt & Loved this Year Celebration Week - Children to work as a class, phase or year group and create a presentation that shares the best of their learning with teachers old and new.
Learning Themes	<u>All about me</u> Rules Settling activities Families	<u>Celebrations and seasons</u> Traditional tales. Superheroes Winter.	<u>Animals</u> Nursery Rhymes. Chinese New Year.	<u>Journeys</u> Transport- (Geography) explorers Pirates/ Easter story. Story =Don't forget the bacon.	<u>Senses and feelings</u> Transition. Moving on/ sports day Our wonderful world. water/ recycling/ shadows/	<u>Young and old</u> Growing/ healthy food- life cycles
Ongoing Whole School Enrichment Opportunities	School Council, School Leaders, Pupil Mentors, Prefects, Head Prefect and Deputy Prefect Elections, Planning, Implementation and Monitoring Meetings - Exploring pupil voice, power and rights to implement improvement.					





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Year Group Enrichments Plans for the Term / Real Life Learning Opportunities	Library Visit - To promote- communication and language, comprehension and reading.		Church Visit- Baptism		Animal Club Workshop.	
Communication & Language	Understand and appropriately use words related to direct experiences. Uses gestures and word/s to convey meaning. Use talk to organise their play.	Listens to longer stories and can recall much of what is heard. Joins in with rhymes and songs. Start a conversation with an adult or a friend.	Understand and appropriately use words related to books and words that are of interest. Starts to link words when speaking but may struggle with verb tense. Be able to express a point of view.	Understand and appropriately respond to 2 part instructions. Independently sings rhymes and songs. Start a conversation with an adult or a friend and continue it for many turns.	Understand and appropriately respond to why questions. Use sentences of more than 6 words. Starts and sustains a conversation with an adult or a friend.	Understand and appropriately respond to 2 part questions. Able to tell stories. 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.
Personal, Social & Emotional Development	With support, selects and uses resources. Has settled in the nursery environment. Happily plays alongside others.	Has become more outgoing with other people. With support, selects and uses resources to achieve an outcome. Interacts with at least one other. Is beginning to recognise their feelings.	Is increasingly confident in social situations. Interacts with two or more children and is able to elaborate the play. Is beginning to understand what is right and wrong. Can use words to identify their emotions.	Recognises themselves as a contributory member of the group. Interacts with two or more children and is able to sustain and elaborate the play. With adult support, is beginning to follow rules and understands why they are important.	Has become more outgoing with unfamiliar people. With adult support, resolves disagreements with others. Increasingly follow rules, understanding why they are important. Begin to appreciate how others may feel.	Is able to resolve disagreements with others. Remember the rules without needing an adult to remind them. Independently and consistently follows the rules. Begin to appreciate how their actions may affect others. Use words to solve disagreements.
Physical	Use large-muscle movements to complete tasks. Be increasingly independent, using the toilet, putting coats on and doing up zips.	Match their developing physical skills to tasks and activities in the setting. Go up steps and stairs, or climb up apparatus, using alternate feet. Be increasingly independent, feeding oneself.	Can skip, hop, balance on one leg and hold a pose. Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent, getting dressed and undressed.	Continue to develop their movement, balancing, riding and ball skills. Show a preference for a dominant hand.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage moving large items.





Literacy	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Enjoy sharing books with an adult. Recognises that print has meaning.</p> <p>Play reads; recognising that we read English text from left to right and from top to bottom and also how pages are sequenced.</p>	<p>Say some of the words in songs and rhymes.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Recognise the initial letter of one's name.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Write some letters accurately.</p> <p>Can name parts of a book - title, blurb, index.</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Engage in conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Recognise and write more than one of the letters found in one's name.</p> <p>Recognises words with the same initial phoneme.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Can identify rhyming words.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some environmental print.</p> <p>Can clap the syllables in a word.</p> <p>Recognises words with the same initial and medial phoneme.</p>	<p>Ask questions about the book. Make comments and share their own ideas.</p> <p>Recognises and writes their name.</p> <p>Recognises words with the same initial, medial end phoneme.</p>
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Make comparisons between objects relating to size.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p>	<p>Recite numbers past 5.</p> <p>Select shapes appropriately: flat surfaces for building</p> <p>Make comparisons between objects relating to size and length.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Combine shapes to make new ones.</p> <p>Talk about and identify the patterns around them.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understand position through words alone.</p> <p>Extend and create ABAB patterns.</p>	<p>Recognise numerals 1 to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to weight.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Describe a familiar route.</p> <p>Make comparisons between objects relating to capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p>	<p>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.</p>	<p>Explore collections of materials; identifying similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about what they see, using a growing vocabulary.</p>
Expressive Arts & Design	<p>Listen with increased attention to sounds.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Explore colour and colour mixing.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>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.</p> <p>Join different materials and explore different textures.</p>	<p>Remember and sing entire songs.</p> <p>Use drawing to represent ideas.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Show different emotions in their drawings and paintings.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>