

	Autumn 1 2019	Autumn 2 2019	Spring 1 2020	Spring 2 2020	Summer 1 2020	Summer 2 2020
	Let me tell you a story.	A walk in the woods.	We're going on a bear hunt.	When I grow up...	Cheeky chicks and creepy critters.	Under the Sea
<b>BLP</b>	<b>Collaboration</b> <b>Listening</b> <b>Perseverance</b> <b>Imagining</b> <b>Managing distractions</b> <b>Planning</b>					
<b>Possible trips &amp; events</b>		Belton -A walk in the woods Parents invited in to listen to Bookstart story & related activities.	Bear hunt in the Forest School area. Teddy Bears Picnic	Visitors -Nurse, firefighters, police. Superhero dress up for world book day	Chicks -Happy egg company. Caterpillars Zoo lab??	Trip to Belton/ White post farm.
<b>Key Texts</b>	Jack and the beanstalk The three Billy goats gruff The little red hen Little red riding hood Goldilocks and the three bears	Room on the Broom The Gruffalo The Gruffalo's child Owl Babies Stickman	Whatever Next Peace at last The best loved bear We're going on a bear hunt Where's my teddy? Brown Bear, Brown Bear	The large family stories Class 1 farmyard fun/Class 2 at the zoo Fred the firefighter/Vicky the vet etc Supertato We're going on an egg hunt	Dora's Eggs Mad about Minibeasts The very busy spider Aah spider What the ladybird heard The very hungry caterpillar Tadpole's promise	Commotion in the ocean Tiddler The rainbow fish The fish who could wish Sharing a shell Lost and found Pirate stories
<b>Festivals</b>	Halloween Lincolnshire Day Harvest	Bonfire night Christmas Diwali	Chinese New Year Pancake Day	Holi Mother's Day Easter	St Georges Day	Father's Day
<b>R.E</b>	<b>Myself- How am I special?</b> <i>Introduce people who belong to a religious group.</i>	<b>Special People to Me</b> <i>Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.</i>	<b>Our Special Books</b> Stories from the Bible and other religions e.g Noahs Ark, Chinese New Year story and Jonah and the Whale.	<b>Our Special Things</b> <i>Introduce objects that are important to members of a religious group, e.g. cross, buddha, seder dish, Pooja set etc.</i>	<b>Our Special Places</b> <i>Introduce places of worship, e.g. church, mosque</i>	<b>Our Beautiful World</b> <i>Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism</i>
<b>PSED</b>	<b>Being Me in My World</b> - <i>Being Me/ Gentle Hands</i>  Settling in. Making friends Learning rules & routines.	<b>Celebrating Differences</b> <i>I'm Special, Family and Friends</i>  'Steps' for resolving conflicts on their own.	<b>Dreams and Goals</b> <i>Never Giving Up</i>  All about me bags  Games involving sharing or turn taking.	<b>Jigsaw: Relationships</b> <i>Family and Me, falling out and Making Friends</i> Make up rules for simple games.  Books about morals and decision making	<b>Healthy Me</b> <i>Moving, Being Clean, Good food</i>  Caring for insects/plants.  Fair / unfair Stories / books - controlling feelings	<b>Changing Me</b> <i>Growing Up, Fun and Fears</i>  Celebrating achievements - Sports Day  Transition
<b>C&amp;L</b>	Sharing news Following instructions. Using puppets/masks to retell stories. Listening to stories. Introduce Helicopter stories Wellcomm	Listening to others and speaking in full sentences.  Sentence structure - 3 part sentences  Following instructions	Listening and responding to others.  Listening to stories without pictures or props.  Understanding humour - rhymes, jokes etc.	Using wow words to make our sentences more interesting.  Telling stories - alternative endings, sequencing sentences.	Asking appropriate questions –who, what, why. Where, how.  Extending sentences.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events  Connecting sentences - extending narratives.

<b>PD</b>	<p>Jumping, running, climbing skills.</p> <p>Support with changing for P.E &amp; fastening zips and buttons on coats.</p> <p>Encourage hand washing/Toilet routines</p>	<p>Different ways of moving and balancing</p> <p>Change for PE / Fasten coats independently</p>	<p>Ring games and playground games involving changes of direction etc.</p> <p>Jumping off an object and landing appropriately.</p> <p>Develop awareness of healthy eating</p>	<p>Improve catching , throwing and dribbling skills using large balls.</p> <p>Using tools - gardening tools e.g. spades, trowels, etc. Egg and spoon races</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Using one handed tools safely e.g. potato peelers, hammers, clay tools. Encourage children to judge risks and tackle new activities safely. Introduce weaving and sewing skills - lacing cards, binka etc.</p>	<p>Improve skills in ball games such as tennis, hockey etc. - travelling with a ball, target practise etc.</p> <p>Engaging in activities related to Sports Day - moving in different ways, negotiating space etc.</p>
<b>Pencil grip</b>	<p>Encourage children to use three fingers (tripod grip) to hold writing tools Can draw and copy simple shapes such as circles and lines Writing some letters of their name. Use of thick pens, wax crayons, thick pencils etc. Most children will have preference for right or left hand.</p>	<p>Encourage children to hold pencil between thumb and two fingers, no longer using whole-hand grasp. Encourage children to use anticlockwise movement and retrace vertical lines. Attempting to write the letters of their name.</p>	<p>Encourage children to hold pencil near point between first two fingers and thumb and uses it with good control. Children will begin to form recognisable letters.</p>	<p>Able to hold pencil or other mark making equipment to good effect and forms recognisable letters.</p>	<p>Uses a pencil and holds it effectively Most letters are formed correctly.</p>	<p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>
<b>Scissor Skills</b>	<p>Making snips in paper and cutting paper into two pieces using right/left handed scissors. Encourage children to hold and carry scissors correctly.</p>	<p>Continue to encourage children to hold and carry scissors correctly. Begin to cut along lines and around simple shapes.</p>	<p>Scissor skills -Holding scissors correctly and cutting along zig-zags, waves, spirals and around more complex shapes.</p>	<p>Scissor skills -Can use craft scissors to cut a range of textures for collage, junk modelling etc</p>	<p>Scissor skills -Can cut accurately and hold scissors correctly. Cuts around a template moving paper. Can cut a range of materials e.g thick card and cardboard.</p>	<p>Can choose and use the scissors required for the task and use them effectively and safely.</p>
<b>Malleable</b>	<p>To use palm of hand to mostly flatten and roll dough. Use tools to make patterns by pressing into dough. Is able to use cutters to make shapes.</p>	<p>To use palm of hand and fingers to make medium sized shapes. To use tools to cut dough in linear fashion. Can stretch, squeeze, roll etc. playdough, clay.</p>	<p>Use a range of malleable materials to manipulate i.e clay and plasticine.</p>	<p>Malleable -Uses fingers and thumb to make smaller complex shapes i.e spikes and horns. Use tools to make dough smaller and make complex shapes.</p>		

<b>Literacy - Reading</b>	<p>Rhyme and alliteration</p> <p>Recognition of their name &amp; print in the environment.</p> <p>Beginning to recognise set 1 &amp; 2 Phase 2 phonemes.</p> <p>Traditional tales. Sequencing stories and retelling with props/masks.</p>	<p>Stories about Woodland animals i.e hedgehogs, squirrels, owls, Percy the Park Keeper etc.</p> <p>Recognition of Phase 2 phonemes and beginning to sound out simple c.v.c words.</p> <p>Begin to recognise Phase 2 tricky words -l, no, go, into, the, to</p>	<p>Bear stories i.e 'Were going on a Bear Hunt' Whatever Next etc</p> <p>Sounding out and blending c.v.c words containing Phase 2 sounds and Set Phase 3 sounds.</p> <p>Matching words to pictures.</p> <p>To read Phase 2 tricky words and some Phase 3 sounds.</p>	<p>Superhero stories and rhymes.</p> <p>Information books about everyday heroes –police, doctors and nurses etc.</p> <p>World book day.</p> <p>Easter stories/ rhymes.</p> <p>More confident reading Phase 2/3 words and beginning to read simple sentences.</p>	<p>Look at Non-Fiction books – finding out about minibeasts. using them outdoors.</p> <p>Reading sentences using their phonic knowledge. Matching sentences to pictures.</p>	<p>Seaside stories – Sharing a shell, Tiddler, The rainbow fish, the singing mermaid</p> <p>Pirate stories</p> <p>Non fiction books about the seaside/summer</p>
<b>Literacy- Writing</b>	<p>'Mark making' to represent writing through role play.</p> <p>Beginning to write their own name.</p>	<p>Writing Phase 2 sounds and beginning to hear the initial letters of words.</p> <p>Writing labels for models.</p> <p>Writing lists.</p> <p>Write own name and others i.e Mum, Dad.</p>	<p>Beginning to write simple words.</p> <p>Labelling pictures -c.v.c</p> <p>Beginning to write some tricky words i.e l, no, go, to, into, the</p>	<p>Beginning to write simple captions and sentence i.e 'write about the picture &amp; weekend news with support.</p> <p>Writing signs/labels for role play.</p>	<p>Beginning to write independently using their phonic knowledge and using tricky words.</p> <p>Writing using different formats i.e invitations to the Ugly bug ball, Writing descriptions of insects etc.</p>	<p>Able to write two or three sentences about a simple story.</p> <p>Shows awareness of using punctuation &amp; finger spacing.</p>
<b>Phonics</b>  <b>Phase 1 Phonics Ongoing</b>	<p><b>Phase 1 &amp; 2</b></p> <p>Week 1-2 -Phase 1</p> <p>Week 3-Unit 1 -SATP</p> <p>Week 4-Unit 2-INMD</p> <p>Week 5-Unit 3 -GOCK</p> <p>Week 6- Unit 4-CK E U R</p> <p>Week 7- Revise and consolidate</p>	<p><b>Phase 2 /Phase 3</b></p> <p>Week 1-Unit 5 - H B F FF</p> <p>Week 2- Unit 5- L, LL, SS</p> <p>Week 3- Unit 6-J V W X</p> <p>Week 4- Unit 7 -Y Z ZZ QU</p> <p>Week 5- Unit 8 -CH SH TH NG</p> <p>Week 6- Unit 9- AI EE IGH OA</p> <p>Week 7 -Revise and Consolidate.</p>	<p><b>Phase 3</b></p> <p>Week 1- Unit 10 -OO OO AR OR</p> <p>Week 2- UR OW OI</p> <p>Week 3- EAR AIR URE ER</p> <p>Week 4-6 - Use phonics bug assessment to inform planning for review</p> <p>Use assessment activities in phonics bug program to consolidate.</p>	<p><b>Phase 3</b></p> <p>Week 1-6 – Units 6-11</p> <p>Use phonics bug assessment to inform planning for review</p> <p>Use assessment activities in phonics bug program to consolidate.</p>	<p><b>Phase 4</b></p> <p>Week 1-CVCC</p> <p>Week 2-CCVC</p> <p>Week 3-CCVCC</p> <p>Week 4-CCCVC</p> <p>Week 5-2/3 Syllable words</p> <p>Week 6- Revise and consolidate</p>	<p><b>Phase 4 –</b></p> <p>Week 1-7 -Phase 4 Review</p> <p>Use phonics bug assessment to inform planning for review</p> <p>Use assessment activities in phonics bug program to consolidate.</p>
<b>Mathematics</b>	<p>Counting to 10 &amp; beyond and down from 10-0.</p> <p>Number songs/rhymes.</p> <p>Introduction to Nmicon shapes. Recognising numerals and learning number formation rhymes.</p> <p>Counting the number of objects in a set..</p> <p>Ordering numbers to 10.</p> <p>Adding one more.</p>	<p>2D shapes- describing and naming. Repeating Patterns.</p> <p>Counting - Matching numerals to the number in a set.</p> <p>Measures -length and Height –Putting 3 objects in order of length/height. Using non-standard units.</p> <p>Money –recognising coins. Using money in role play.</p> <p>Time-Days of the week. What is a minute?</p>	<p>Counting to 10/20.</p> <p>Ordinal numbers.</p> <p>Estimating.</p> <p>3D shapes –printing and making models.</p> <p>Symmetrical patterns.</p> <p>Data Handling.</p> <p>Pattern</p> <p>Addition to 10.</p> <p>Subtraction within 10.</p>	<p>Adding 1 more/2 more to 10/20.</p> <p>Counting on.</p> <p>Measures-Weight – heavier/lighter and non-standard units.</p> <p>2D &amp; 3D shapes –sorting 3d Shapes.</p> <p>Counting and comparing numbers.</p> <p>Money and real life problems in role play.</p>	<p>Counting to 100.</p> <p>Addition &amp; Subtraction to 20 –counting on. Finding 1 more/1 less.</p> <p>Pairs with a total of 6 or 7.</p> <p>Doubles and halving.</p> <p>Pairs to 10.</p> <p>Sorting 2D shapes to set criteria.</p> <p>Data Handling</p> <p>Pattern –Counting in 2's.</p>	<p>Counting and comparing numbers to 100.</p> <p>Missing number tracks.</p> <p>Measures-capacity – More/less</p> <p>3D shape</p> <p>Following directions.</p> <p>Recognise coins –addition and subtraction involving money.</p> <p>Time –What can we do in a minute?</p>

	Simple addition/subtraction story of 5.			Time – Key times in the day. Months of the year.		
<b>UW Science</b>	Making porridge Making bread.	Day & night information books.  Changes in the world in Autumn.  Dark den –torches, circuits etc.	Changes in the world in Winter  Finding out about different bears.	Easter Egg hunt.  Changes to materials.  Signs of Spring. Making chocolate crispy cake nests.  People who help us - occupations	Planting seeds/plants in the outdoor area  Lifecycle of butterfly, frog, chick etc.  Eggs/Chicks from the Happy Egg company.	Floating and sinking.  Sea creatures
<b>UW ICT</b>	Introduce children to ICT equipment	Introduce digital cameras.  ICT programs-2 Simple, games on ipads	Using Beebots and microphones.			
<b>UW History</b>	Sharing news/significant events - ongoing Vocabulary of time yesterday, last week, At the weekend, before, etc  Share 'A chair for Baby Bear-Kaye Umansky	Changes in the world in Autumn  Looking at toys from the past. What toys did we have when we were a baby? Toddler? What can we do now that we couldn't do when we were younger?	Changes in the world in Winter  Sharing Christmas News - talking about Christmas presents etc.	Changes in the world in Spring.  Sorting events that happen in each season.	Share 'Once there were giants' by Martin Waddell.  Animal Lifecycles -Sequence pictures of our own lifecycle.	Discussing our achievements this year -what can we do now that we couldn't do in September? Favourite memories of the year.
<b>UW Geography</b>	Introduction to Forest Schools.  Finding out about our school and who works here. Exploring Classroom environment inside and outside.  Where we live. Who lives in our house?		Going on a bear hunt in the Forest area.  Discussing which countries different bears come from.		Creating a map 'What the ladybird heard'	Creating Pirate Treasure maps.
<b>EAD</b>	Introduce home corner, construction, small world and creative areas in class.  Joining in with Nursery Rhymes and ring games.	Learning songs for the Christmas play.  Exploring the sounds of musical instruments.	Acting out 'We're going on a bear hunt.' Plays cooperatively as part of a group to develop and act out a narrative.	Emergency services role play activities.  Using recorders	Garden Centre role play	Beach Café/Ice cream shop role play

			Dancing to Chinese New Year Music with scarves.			
<b>Construction/Block play</b>	Building simple models with wooden blocks, sticklebricks, duplo. Building towers using large construction materials	Creating bridges or enclosures and solving problems. Children will enhance block play with small world imaginative play.	Building more complex models with construction kits - Lego, toy wood, hammer and nails etc.	Designing their models and using their knowledge of pattern, shape and balance.	Complex structures are enhanced by elaborate dramatic play.	Construction kits to challenge
<b>Painting</b>	Experimenting with making marks and blocks of colour. Painting using prime colours Painting on a range of surfaces.	Adding texture to paint such as sand, pva, sawdust etc. Painting with thick and thin paint.	Experimenting with mixing colours and exploring painting with a range of tools. Painting simple representations of people, objects.	Mixing colours for a purpose. Using thinner paintbrushes to add details.	Introduce watercolour paints and thin brushes. Creating different effects such as dots, scratches and splashes.	Using different methods, colour, tools and effects to express moods and to represent things seen, remembered or imagined.
<b>Printing</b>	Making rubbings. Printing using hands, vegetables and leaves.	Printing onto/into different textures - newspapers, clay, playdough, coloured paper.	Printing with objects and more than one colour to explore colour mixing.	Develops impressed images using pencils and decorative detail. Explore relief printing using string, card etc.	Recreating patterns and textures with an extended use of material e.g leaves, fruit, and sponges. Exploring images through mono printing on a variety of paper.	Use printing to represent the environment. Explore mixing through overlapping colour prints deliberately.
<b>Joining</b>	Joining paper/card together using pritt stick/pva glue  Joining in with dancing and ring games.	Using masking tape & sticky tape to join paper/card.	Using paper clips, stapler, blu tack, elastic bands and folding to join materials.	Using other equipment and techniques such as a hole punch, split pins or treasury tags for joining.	Using a hole punch to create holes in card with lace/wool/string. Using large blunt needle.	Using more complex folding & tearing to join materials. Choosing their own joining techniques in pictures, models and construction.