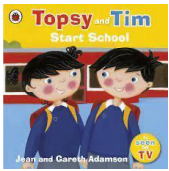
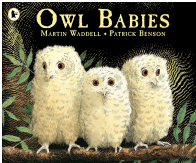
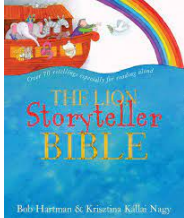
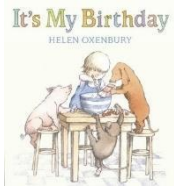
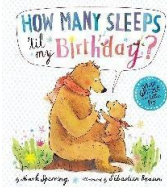



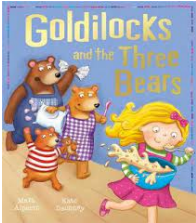
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W/C Role play opportunities	Significant Dates Festivals etc	Focus -visits/visitors	Book Fiction/ Non- fiction/ Poems/rhymes	Vocabulary What is being introduced.	Links to Curriculum Area of learning	Maths Link - MTC Development Matters
Autumn 1						
05.09.22 Home corner	Home Visits settling children	Meeting the children and parents. Completing paperwork. Sharing drop off and pick up routines.				
12.09.22	Parent curriculum leaflet to be sent out.	Settling in/rules, boundaries Introduce group activities - dough disco, squiggle, phonics, maths Assessment piece of writing for the writing wall and assess pencil grip		Excited Cheerful Friendly Grumbled Sploshing Astonished	PSE <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas. (Adult focus) 	Number Song: Colours Red Blue Yellow
19.09.22	WellComm assessments	Our family Talking about our family. Who is in our family. Collect photos from home and display in the home corner.	Owl babies 	mum dad brother sister Grandad Grandma auntie uncle cousins	Communication and language <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, Use a wider range of vocabulary Physical Development <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, Use a comfortable grip with good control when holding pens and pencils. Use large muscle movements to wave flags and streamers (flipper flappers) Show a preference for a dominant hand 	Number Song: Colours Green Purple Mix of colours
26.09.22	WellComm assessments	Special Times (RE) Chatter Box	Storyteller Bible 	Celebration Birthday Anniversary Christening Baptism Funeral Prayer		Number song Match <ul style="list-style-type: none"> Buttons and colours Matching towers Matching shoes

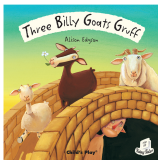
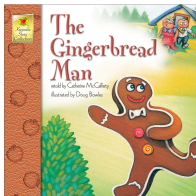
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03.10.22 Birthday party role play	National Poetry day 6.10.22 Mind Map about birthdays	Ask for photos from home of children celebrating their birthdays. Children talk about their birthdays in the past and in the future and discuss why they celebrate birthdays Bake a cake with the children.	It's my birthday 	birthday pinch	Literacy <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Understand the 5 key concepts about print - print has meaning names of the different parts of the book Understanding the world <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Expressive art and design	Number song Match <ul style="list-style-type: none"> Match number shapes Match shapes Pattern handprints - big and small
10.10.22	Start Wellcomm interventions	Plan a birthday party during the week with the children for Emily (the doll) Have the party on Friday with the children. Make birthday cards for Emily and write invitations.	How many sleeps until my birthday? 	padded mumbled dashed rasp sighed stirred	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Join different materials and explore different textures. develop their own ideas and decide which materials to use to express them. Remember and sing entire songs (nursery rhyme each week) 	Number song: Sort <ul style="list-style-type: none"> Colour Size Shape

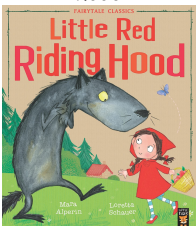
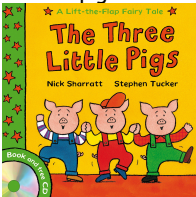
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17.10.22 Pumpkin patch in the home corner		<p>Go for an Autumn walk, talk about what they can see, hear, smell.</p> <p>Collect items from the walk</p> <p>Look at the life cycle of an acorn.</p> <p>Make pumpkin soup</p> <p>Cut up a pumpkin and explore the insides.</p>	<p>TALK - Autumn</p> 	<p>nestled sheltered faded patiently peculiar sprout sturdy</p>	<p>C&L</p> <ul style="list-style-type: none"> Use longer sentences of 4-6 words Understand a question or instruction that has two parts <p>Physical Development</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, <p>Understanding the world</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural resources. Continue to develop the positive attitudes about the differences between people. Understand the key features of the life cycle of a plant and an animal <p>Expressive art and design</p> <ul style="list-style-type: none"> Explore different materials freely in order to develop their ideas about how to use them and what to make 	<p>Number Song:</p> <p>Sort</p> <ul style="list-style-type: none"> What do you notice? Guess the rule Guess the rule
Autumn 2						
31.10.22 Background setting and props for 3 Bears house.	<p>Mindmap, Which stories do you know?</p> <p>3.11.22 - National non-fiction day</p>	<p>Tell the story with props</p> <p>Discuss whether it was the right thing to go into the bears house from goldilocks point of view.</p>	<p>Goldilocks and the 3 bears</p> 	<p>cottage small medium large Broken</p>	<p>C&L</p> <ul style="list-style-type: none"> Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for ran Use talk to organise themselves and their play 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. <p>PSE</p>	<p>Number song:</p> <p>Number 1</p> <ul style="list-style-type: none"> Subitising Counting Numeral


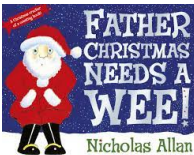
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07.11.22	Remembrance Sunday	<p>Act out the story of Billy goats Gruff</p> <p>Use PE session to make bridges and role play the different roles.</p> <p><u>Remembrance Day</u> Talk about why we have Remembrance Day Take part in the laying of a poppy wreath with the rest of the school. Discuss how the Cbeebies film about remembrance day makes you feel.</p>	<p>Three Billy Goats Gruff</p> 	valley hooves troll	<ul style="list-style-type: none"> • Begin to understand how others might be feeling • Show more confidence in new social situations • Play with one or more other children extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important <p>Physical development</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items • Go up steps and stairs or climb up apparatus using alternate feet • Match their developing physical skills to tasks and activities in the setting • Use a comfortable grip with good control when holding pens and pencils. <p>Literacy</p> <ul style="list-style-type: none"> • Understand the 5 key concepts about print: print can have different purposes • Page sequencing • Write some or all of their name. • Write some letters accurately. • Develop their phonological awareness, so that they can: count or clap syllables in a word • Understand the five key concepts about print: - the names of the different parts of a book • Use some of their print and letter knowledge in their early writing • Engage in extended conversations about stories, learning new vocabulary. <p>Understanding the world</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel 	<p>Number Song:</p> <p>Number 2 Subitising Dice pattern Subitising Random pattern Subitising - different sizes</p>
14.11.22	<p>16.11.22 - LP Day</p> <p>18.11.22 - children in need</p>	<p>Talk4writing</p> <p>Use the repeated refrain for T4W.</p> <p>Bake gingerbread men and decorate them.</p> <p>Science investigation - What floats? Look at different materials again.</p>	<p>Gingerbread man</p> 	tricked	<ul style="list-style-type: none"> • Understand the 5 key concepts about print: print can have different purposes • Page sequencing • Write some or all of their name. • Write some letters accurately. • Develop their phonological awareness, so that they can: count or clap syllables in a word • Understand the five key concepts about print: - the names of the different parts of a book • Use some of their print and letter knowledge in their early writing • Engage in extended conversations about stories, learning new vocabulary. <p>Understanding the world</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel 	<p>Number Song:</p> <p>Number 2 • Counting • Numeral • Numeral</p>

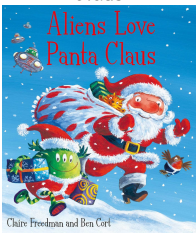
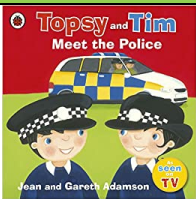
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21.11.22 Background setting and props for Grandma's cottage.		<p>Discuss stranger danger with the children</p> <p>Learn the Red Riding Hood song from tiny Tweeties and use percussion instruments to accompany song.</p> <p>Use iPads and non-fiction books to find out information about wolves.</p> <p>Complete an experiment to find a material that is waterproof for Red riding Hoods cloak.</p> <p>Guided sessions on drawing wolves.</p>	<p>Little red riding hood</p> 	forest wolf cloak	<ul style="list-style-type: none"> Talk about the differences between materials and changes they notice - floating and sinking/changes in materials - make gingerbread men. <p>Expressive art and design</p> <ul style="list-style-type: none"> respond to what they have heard expressing their thoughts and feelings Listen with increased attention to sounds Explore colour and colour mixing Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Number song:</p> <p>Pattern</p> <ul style="list-style-type: none"> Extend AB Colour patterns Extend AB Outdoor Patterns AB Movement Patterns
28.11.22		<p>Use iPads and non-fiction books to find out information about pigs and create a mini fact-file.</p> <p>Use why questions with the children and model answers.</p> <p>Explore different materials to find out which is the strongest for a house.</p> <p>Introduce the chn to Wassily Kandinsky and create a group masterpiece for the display boards using circles.</p> <p>Explore colouring mixing - make different shades of pink.</p>	<p>The Three little pigs</p> 	straw chimney		<p>Number Song:</p> <p>Pattern</p> <p>Fix my Pattern</p> <ul style="list-style-type: none"> Extend ABC Colour patterns Extend ABC Outdoor Patterns

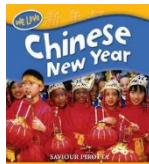
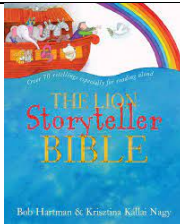
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05.12.22 Christmas tree	Enterprise week 9.12.22 - Christmas markets Ask parents for photos of children celebrating xmas when younger and display them in the home corner	RE-Christmas chatter box See RE planning Share children's photos of them celebrating Christmas and talk about what how they celebrated and share own family customs.	The First Christmas 	shepherd Angel Manger Straw Jesus Bible	<p>CAL</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, Use a wider range of vocabulary <p>PSE</p> <ul style="list-style-type: none"> Be aware and talk about different feelings. <p>Literacy</p> <ul style="list-style-type: none"> Understand the 5 key concepts about print: print can have different purposes Page sequencing Write some or all of their name. Write some letters accurately. Understand the five key concepts about print: - the names of the different parts of a book Use some of their print and letter knowledge in their early writing Engage in extended conversations about stories, learning new vocabulary. <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice. shadows, light, torches Explore and talk about different forces they can feel - baking for Enterprise 	Number song: Consolidation Activities - Winter activity week
12.12.22	13.12.22 - EYFS Nativity 14.12.22 - EYFS Nativity	Christmas Write letters to Father Christmas - focus on name writing at the end of the letter. Walk to the Post box to post letters. Create dark dens for the children to explore torches and shadows.	Father Christmas needs a wee 	sledge stew		


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19.12.22 INSET 22 nd	Christmas parties	Christmas Read letters received back from Father Christmas	Aliens love Santa Claus 	alien neon	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. <p>Expressive arts and Design</p> <ul style="list-style-type: none"> 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. Remember and sing entire songs. 	
Spring 1						
09.01.23 Police station	What would you like to be when you grow up? Mindmap	<p>Police/visit</p> <p>How and Why questions</p> <p>How do the police keep us safe?</p> <p>Why do we need rules?</p> <p>Use junk modelling to create props for the police station, radios, belts etc.</p> <p>Listen to the visit from the police officer about the role of the job.</p>		Police safe	<p>C&L</p> <ul style="list-style-type: none"> Can start a conversation with an adult or friend and continue it for many turns Can understand why and how questions <p>PSE</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people in the safe context of their setting Select and use activities and resources with help when needed Develop a sense of responsibility and membership of a community. <p>PD</p> <ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves or in teams Start to eat independently and learning how to use a knife and fork <p>Literacy</p> <ul style="list-style-type: none"> Understand the 5 key concepts about print: we read English text from left to write and from top to bottom 	<p>Number Song: 3 Blind Mice</p> <p>Number 3 Subitising Subitising Subitising</p>

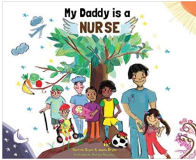
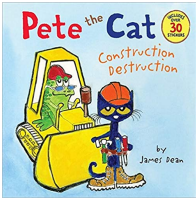
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					<ul style="list-style-type: none">Develop their phonological awareness so that they can count or clap syllables in a word <p>Maths</p> <ul style="list-style-type: none">Know that the last number reached when counting a small set of objects tells you how many there are in totalExperiment with their own symbols and marks as well as numerals. <p>Understanding the world</p> <ul style="list-style-type: none">Show interest in different occupationsExplore and talk about different forces they can feel - stretch, snap, bend magnetic attraction and repulsionContinue to develop positive attitudes about the differences between peopleTalk about what they see, using a wide vocabulary.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Expressive art and design</p> <ul style="list-style-type: none">Develop their own ideas and then decide which materials to use to express themBegin to develop complex stories using small world equipmentMake imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.Take part in simple pretend play, using an object to represent something else even though they are not similar. •	Number song: 3 Little kittens Number 3 3 Little pigs 1:1 counting Numerals/Triangles
16.1.23 Home corner decorated for Chinese New Year	Chinese New Year WellComm assessments for new intake	Andrew, Lucas and Oscar's mums to talk about how they prepare for Chinese New Year and how they celebrate. How is Chinese New Year celebrated? Taste different foods used at Chinese New Year Create own dragon dance		Celebrate		
23.1.23	Special People RE Focus	Who is special to you? Read variety of stories from the Bible - Feeding the 5000 - Calming the storm - Down through the roof Introduction of using knives and forks at snack		Special		


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30.1.23	Writing assessment for new intakes	<p>Firefighters/visit</p> <p>How do firefighters help us?</p> <p>Use non-fiction books to find out information about fire fighters</p> <p>Create fire engines using a variety of materials</p> <p>Mix colours to make different shades of 'fire'</p> <p>Listen to the visit from the firefighters about the role of their job.</p>	<p>My Mummy is a firefighter</p> 	<p>firefighter hose Fearless, brave, protect, community</p>	<ul style="list-style-type: none"> Explore different materials freely in order to develop their ideas about how to use them and what to make Join different materials and explore different textures Explore colour and colour mixing 	<p>Number Songs: 5 Little Snowmen</p> <p>Number 4 1:1 counting Numerals Squares/ rectangles</p>
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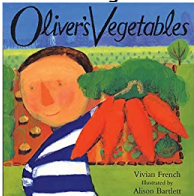
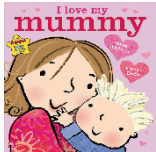
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6.2.23 Role play Doctors surgery	Revisit mind maps and record.	Nurse/visit Why did you have to see the Doctor? Discuss the word community and how we are all part of the community Use junk modelling to make own props for role play area - stethoscope, and other items for medical bag Writing for a purpose - hospital forms Get Well soon cards Listen to the visit from the Midwife about her job	My Daddy is a Nurse 	hospital nurse community vaccine	
13.02.23	WellComm Assessments for N2 cohort. Revisit mind maps and record their findings. Use the learning journey board to support them.	Builder /visit Get Pete the Cat toy from Reception Talk4writing - short passage from the text Discuss tools used from the story and what they are used for. Talk about different aspects of construction - research on the computer the different occupations. Indoors and outdoors encourage the children to plan and think what they are going	Pete the Cat Construction destruction 	construct destruction	Number Song: Number 4 Composition of 4

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		to build first. Give them images to support their ideas. Have the bricks from Reception and make some 'cement' in the builder's tray.				
Spring 2						
27.02.23 Fruit and vegetable shop	Mind maps How do you grow a plant? New set WellComm interventions to start	Walk in the community garden to observe what's growing Read the book encouraging the repeated refrains Plant their own seeds in individual pots and discuss what might stop them from growing. Focus on the life cycle of a plant Use non-fiction books to find out information about seeds and flowers.	The tiny seed 	Gentle drifts desert neighbour bursts	C&L <ul style="list-style-type: none"> Know many rhymes be able to talk about familiar books and be able to tell a long story. 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. PSE <ul style="list-style-type: none"> Develop appropriate ways of being assertive PD <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and tooth brushing Be increasingly independent in meeting their own needs 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. Literacy	Number song: Number 5 1:1 counting Numerals Pentago

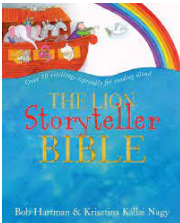

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06.03.23	world book day being celebrated in school on 10.3.23	<p>Plant cress and kale.</p> <p>Taste different vegetables - carrots, beetroot</p> <p>Healthy eating - sorting food healthy and not healthy - and discussion about ways we can stay healthy.</p> <p>Still life drawings of fruit and vegs - Paul Cezanne</p> <p>Discuss the morality of stealing like Jack stole from the giant.</p>	<p>Oliver's vegetables</p> 	<p>delicious rhubarb beetroot</p>	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Write some or all of their name • Write some letters accurately • 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. <p>Understanding the world</p> <ul style="list-style-type: none"> • Explore collections of materials with similar 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 	<p>Number song:</p> <p>Number 5 Composition of 5</p>
13.3.23	<p>Mother's Day</p> <p>Mother's Day tea party to be held Friday 17th March</p>	<p>Mother's Day</p> <p>Take photos of the children with their mummies when drop off and create a book for book corner</p> <p>I love my mummy because....</p> <p>Write a shopping list for the tea party</p> <p>Paint a picture of their mummy and discuss how their mummy makes them feel.</p> <p>Learn a song about mummy and sing it to them during the tea party.</p> <p>Bake food for the tea party - ice cakes/biscuits for mummy.</p> <p>Give mummies daffodils</p>	<p>I love my mummy - rhymes</p> 	<p>Appearance</p>	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things • Continue developing positive attitudes about the differences between people. • Begin to make sense of their own life-story and family's history <p>Expressive art and design</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings • Remember and sing entire songs. 	<p>Number song:</p> <p>Number 6 Introduce 10 frame</p>


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20.03.23	Revisit mind maps and record responses	<p>.Create a beanstalk that has grown in Nursery on Monday morning hanging from the ceiling. Encourage the children to talk about what has happened.</p> <p>Plant beans in bags on the window and create a key group bean diary</p> <p>Revisit all the different plants grown and record changes and discuss.</p> <p>Take home individual pots with seeds in and encourage communication through Tapestry of what has happened to the seeds.</p>	<p>Jack and the Beanstalk</p> 	<p>beanstalk</p> <p>harp</p> <p>market</p> <p>castle</p>		<p>Number Song:</p> <p>Height & Length</p> <ul style="list-style-type: none"> • Tall and short • Long and short • Tall/long and short

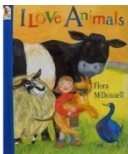
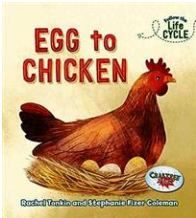
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27.03.23	Easter Record in RE Floorbook	<p>Easter chatterbox (see RE planning)</p> <p>Make Easter cards and write their names in the cards</p> <p>Act out Palm Sunday</p> <p>Act out the Last Supper</p> <p>Take part in Easter experience with Little Saints</p> <p>Talk about feelings - discuss how different parts of the Easter story makes you feel.</p> <p>Take part in an Easter egg hunt</p>	<p>RE - Easter Chatterbox</p> 	<p>Cross Palm Sunday Disciple</p>	<p>CAL</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand why questions. <p>PSE</p> <ul style="list-style-type: none"> 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 Understand gradually how others might be feeling. <p>Physical Development</p> <ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. <p>Literacy</p> <ul style="list-style-type: none"> Write some or all of their name. <p>Understanding the World</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p>Expressive arts and design</p> <ul style="list-style-type: none"> Show different emotions in their drawings - happiness, sadness, fear, etc. Play instruments with increasing control to express their feelings and ideas. Develop their own ideas and then decide which materials to use to express them. 	<p>Number song:</p> <p>Mass Relate to books 3 little pigs goldilocks</p>
Summer 1						
17.4.23 Home corner ready to celebrate Eid.	Ramadan and Eid	<p>Chatterbox - EID</p> <p>Photos of Mrs Patel, Mrs Omer, food and empty plates, day and night, prayer mat,</p>		<p>Prayer Mosque Ramadan Eid</p>	<p>CAL</p> <ul style="list-style-type: none"> Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Sing a large repertoire of songs. <p>PSE</p>	<p>Number song</p> <p>Capacity</p>

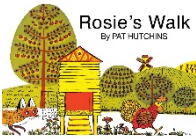
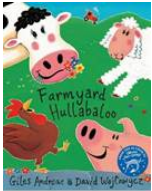
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		<p>prayer beads, hijab, money, mosques. See RE Plan</p> <p>Introduce Ramadan - discuss sun and moon and fasting.</p> <p>Introduce prayer mat, mosque and prayer beads</p> <p>Introduce EID and how Eid is celebrated. Link to other celebrations we have had this year - Christmas, Easter.</p> <p>Cook food with the children for Eid celebrations and taste.</p>		<ul style="list-style-type: none"> 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. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <p>Physical Dev</p> <ul style="list-style-type: none"> Use one-handed tools and equipment Use a comfortable grip with good control when holding pens and pencils. <p>Literacy</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write some or all of their name <p>UTW</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 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>EAD</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc Remember and sing entire songs. Sing the pitch of a tone sung by another person 	
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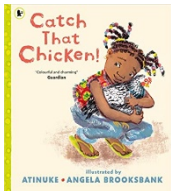
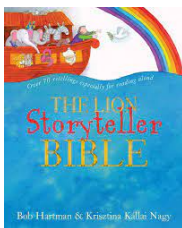
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24.4.23	Mind Maps What lives on a farm?	<p>Farm Animals</p> <p>Write a list of animals on the farm - encourage use of initial sounds.</p> <p>Act out all the verbs in the story.</p> <p>Children label animals themselves using initial sounds</p> <p>Make own Animal book, deciding own verbs to go with the animals.</p> <p>Paint animals to go into the book.</p>	<p>I love animals</p> 	Galloping	<p>PSE</p> <ul style="list-style-type: none"> Talk to others to solve conflicts Help find solutions to conflicts and rivalries Talk about their feelings <p>CAL</p> <ul style="list-style-type: none"> Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" <p>PD</p>	<p>Subitising</p> <p>More than/fewer than</p>
1.5.23		<p>Get eggs from the farm to incubate and hatch</p> <p>Focus on the lifecycle of the chick.</p> <p>Encourage labelling of the life cycle using initial sounds.</p> <p>Create a diary of the eggs and record how many days before hatching.</p>	<p>Egg to Chicken</p> 	Hatch	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed e.g. putting on coats and doing up zips. Continue to develop their movement, balancing, skills. Go up steps and stairs, or climb up apparatus, using alternate feet. <p>Literacy</p> <ul style="list-style-type: none"> Develop their phonological awareness so that they can spot and suggest rhymes Develop their phonological awareness so that they can recognise words with the same initial sound. Understand the five key concepts about print: 	<p>Subitising</p> <p>1 more</p>

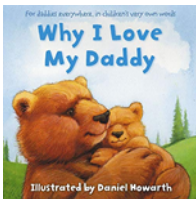

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8.5.23		<p>Focus on the route and recreate Rosie's walk.</p> <p>Make own maps for route to the hall. Route to Reception. Route outdoors to the community garden. Route their homes.</p> <p>Encourage labelling on the map of different landmarks by using initial sounds.</p> <p>Create speech bubbles for Rosie to talk about what she is doing in the story.</p> <p>In PE make own routes using positional language, on, over, round etc.</p> <p>Write own story for Rosie's walk to the farm and use the same prepositions from the original story but farm landmarks.</p>	<p>Rosie's Walk</p> 	Map	<p>-print has meaning</p> <p>-print can have different purposes</p> <p>-we read English text from left to right and from top to bottom</p> <p>-the names of the different parts of a book</p> <p>-page sequencing</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Write some letters accurately. <p>Maths</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • <p>Understanding the world</p> <ul style="list-style-type: none"> • Explore how things work • Begin to understand the need to respect and care for the natural environment and all living things. • Understand the key features of the life cycle of a plant and an animal. • Continue to develop positive attitudes about the differences between people, 	<p>Subitising</p> <p>1 less</p>
15.5.23		<p>Rhymes</p> <p>Talk for writing - choose a poem of an animal to do T4W. Be democratic about the choice by voting.</p> <p>Look at the rhyming words on the poems and identify them.</p> <p>Use the iPads and non-fiction books to find out more</p>	<p>Farmyard Hullabaloo</p> 	hullabaloo	<p>Expressive art and design</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings. • Sing the pitch of a tone sung by another person • Play instruments with increasing control to express their feelings and ideas • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<p>Subitising</p> <p>Shape</p> <p>- 2D Revisit pattern from Autumn</p>

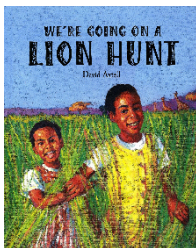
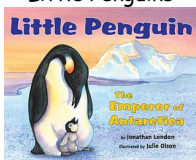
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		information about the different animals in the book.			<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	
22.5.23	Revisit mind maps and record responses.	<p>Discuss where in the world the book is set</p> <p>Discuss differences between Nigeria and England.</p> <p>Use the computer to find out definitions of words from the book - e.g baobab tree</p> <p>Discuss ways of catching chickens - use the construction to devise something to catch chickens.</p> <p>Create a photobook of the life cycle of a chick.</p>	<p>Catch that Chicken</p> 			<p>Subitising</p> <p>Shape</p> <p>- 3D Revisit pattern from Autumn</p>
Summer 2						
5.6.23	Record work for RE Floorbook	<p>RE - Stories that Jesus told</p> <p>Chatterbox - bandages, sand, brick, photos of houses, seeds, sheep toy.</p> <p>The Good Samaritan The Sower The Great Feast The Lost Sheep The Wise and Foolish Builders The Lost Coin</p> <p>Act out the stories using the small world toys and equipment</p>		Disciple	<p>C&L</p> <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend using words and actions Sing a large repertoire of songs Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions <p>PSE</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. 	<p>Subitising</p> <p>Consolidation: More than/fewer one more and one less</p>

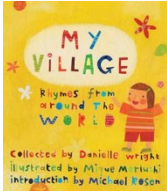
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12.6.23	Father's Day (19.6.23) Assembly for fathers to attend.	Why do you love your daddy? Paint a picture of daddy Have an assembly – children say why they love Daddy and give their paintings Learn a song about daddy Decorate biscuits for Daddy	Why I love Daddy 	cosy	<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling PD <ul style="list-style-type: none"> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 	Subitising Number composition 1 – 5 Revision
19.6.23	Wellcomm Assessments Record on Mind maps What do you know about the world?	Show the children photos of Farnworth and see if they recognise them. Asda, Lidl, Precinct, town hall, library Find Farnworth on the map and discuss how it is in Bolton and in England. Look at maps and globes. Discuss the weather in Farnworth, language. Walk in the community. Look at houses, transport etc. Uses senses to record and discuss what they can see, hear, smell.	Farnworth/UK 	Locality	Literacy <ul style="list-style-type: none"> Develop their phonological awareness so that they can spot and suggest rhymes Develop their phonological awareness so that they can recognise words with the same initial sound. Understanding the world <ul style="list-style-type: none"> Know that there are different countries in the world and talk about differences they have experienced or seen in photos. Talk about the differences between materials and changes they notice. – Ice melting (Penguins) 	Subitising Night and Day Order events in their day at nursery What happens day/night


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26.6.23	Wellcomm Assessments Airport and airplane role play area	<p>Talk for writing Choose repeated refrain</p> <p>Find out about Africa - how is it different to Farnworth - weather, houses, animals - look at photos.</p> <p>Discuss contrast to <i>Going on a Bear Hunt</i> and explain similarities and differences</p> <p>Research which animals live in Africa</p> <p>Create a song - We're going on a lion hunt..... Use instruments to accompany it.</p> <p>Discuss feelings - how would you feel if you went on a lion hunt?</p> <p>Try some African food</p> <p>Listen to African music and discuss how it makes them feel.</p> <p>Learn some African dances</p>	<p>Going on a lion hunt</p> 	swamp	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. <p>Expressive art and design</p> <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Create their own songs • Sing the melodic shape of familiar songs • 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 • 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. 	<p>Subitising</p> <p>Positional Language</p>
3.7.23	New WellComm assessments set up	<p>Look at the setting of the story and discuss where it is.</p> <p>Look at Antarctica on the computer and I pads. Where is it? Locate it on the world map/globe. How can you get there?</p>	<p>Little Penguins</p> 	climate		<p>Subitising</p> <p>Positional Language</p>

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		<p>How is it different from Farnworth? Research animals that live there, houses? Weather, clothes people wear. Where would you prefer to live? Why?</p> <p>Look at life cycle of a penguin.</p> <p>Explore ice and investigate how to make the ice defrost quicker.</p> <p>Experiment with the water colours when painting</p>				
10.7.23	Revisit mind maps and record their findings.	<p>Rhyme</p> <p>Choose favourite rhymes in key groups. Practise them and perform them with instruments to each other.</p> <p>Look at the origins of the rhymes and look at the country. Find the countries on the map and compare with Farnworth.</p> <p>Recall Africa - what do we know already about Africa?</p> <p>Look at music and different instruments from different countries</p> <p>Look at art work from different countries and explore the medium</p>	<p>My village</p> 			<p>Subitising</p> <p>Consolidation</p>

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17.7.23		<p>Look through floor book of the year and record the children's memories</p> <p>Look through Tapestry and watch videos of themselves</p> <p>Discuss how they have changed and how they are now different.</p>	<p>Memories of the year</p> 			
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