

Our: Autumn 1 topic is:



'Marvellous Me'

Key Vocabulary: Human, lifespan, baby, toddler, child, teenager, adult, elderly, self-portrait, Halloween.

Understanding The World (UTW) Past and Present (History) - The children will begin to make sense of their own life-story and family's history. They will look at the lifespan of humans and understand where they are in their life progression, looking back at how far they have come. They will look at timelines outlining events like being born, first smile, learning to walk, eat, talk, first birthday, going to nursery, going to school, riding a bicycle and losing their first tooth etcetera. They will be learning how to order the events. People, Culture and Communities (RE, Geography) - The children will be learning how to show interest in different occupations.

Personal, social and emotional development (PSED) Children will be learning how to select and use activities and resources. They will learn to increasingly follow rules, understanding why they are important. They will create a class charter where they will agree on information that's important to remember for how to keep safe at school and how to maintain a happy classroom environment. They will enjoy becoming more outgoing with unfamiliar people through lots of teambuilding games and fun.

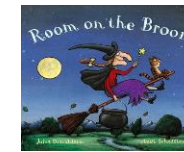
Expressive Arts and Design (EAD) The children will be exploring different materials freely during learning play times and within small group enhanced provision sessions with adults. They will develop their ideas about how to use them and what to make through modelling by the staff, observing friends and what they have tried already at home or nursery. They will be encouraged to explore with joining different materials such as tissue paper, coloured paper, junk modelling and with different textures.

Communication & Language (C&L) The children will be enjoying listening to longer stories and will start to remember much of what happens, singing a large repertoire of songs, know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Mathematics Children will be developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). They will recite numbers past 5. They will say one number for each item in order: 1,2,3,4,5. They will experiment with their own symbols and marks as well as numerals. Practise solving real world mathematical problems with numbers up to 5. Finally, they will be comparing quantities using language: 'more than', 'fewer than'.

Literacy:

These are just some of the wonderful texts we will read:



Writing: Practise tripod pencil grip ready for letter writing linked to Phonics scheme progression, scissor holding. Practise mark-making in 'Learning Play Time'. Pre-writing such as shapes like circles, lines, crosses. 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. **Phonics:** Learn to read and write letters: S,a,t,p,i,n,m,d,g,o,c,k,ck, e, u, r, h, b, f, l.

Tricky words: is, I, the. **Reading Comprehension:**

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.

Physical Development (PD) (Dance and Gymnastics) Children will be moving in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement. They may be slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Our Autumn 2 topic is:



'Celebrations'.



Key Vocabulary:

Nativity, Autumn, Henley, Pantomime, Hannukah, Christmas, advent, Guy Fawkes/Bonfire/Firework Night.

Mathematics Children will be learning to know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Verbally count beyond 20, recognising the pattern of the counting system.

Understanding the world (UTW) Children will be understanding the past through settings, characters and events encountered in books read in class and storytelling. Continue developing positive attitudes about the differences between people. They will be exploring collections of materials with similar and/or different properties. Use all their senses in hands-on exploration of natural materials.

Personal, social and emotional development (PSED)

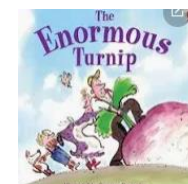
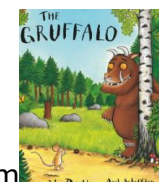
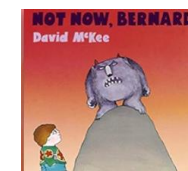
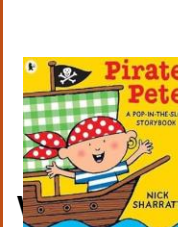
The children will be developing their sense of responsibility and membership of a community. Talking about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. Showing more confidence in new situations. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Developing their sense of responsibility and membership of a community and showing more confidence in new social situations.

Physical development (PD)

The children will be doing Dance and Gymnastics) Jumping off an object and landing appropriately using hands, arms and body to stabilise and balance. Negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Finally, experimenting with different ways of moving, testing out ideas and adapting.

Communication & Language (C&L) The children will be enjoying listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. They will be understanding a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Literacy- These are just some of the wonderful texts we will read:



Complex geometric shapes like squares and triangles.

Phonics: Phase 2 graphemes and digraphs: ff, ll, ss, j, v, w, x, y, z, zz, qu. Words with s added at the end like sits and hats, ch, sh, th, ng, nk.

Tricky words: put, pull, full, a, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

Reading Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Expressive Arts and Design (EAD) 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. They will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Our Spring 1 topic is: **'TRADITIONAL TALES'.**



Key Vocabulary: Traditional, modern, fairytale, castle, moat.

Personal, social and emotional development (PSED) Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Remember rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas.

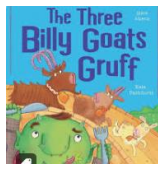
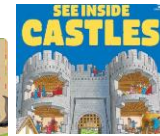
Expressive Arts and Design (EAD) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Physical development (PD) Invasion Games- Children will choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They will experiment with different ways of moving, testing out ideas and adapting movements.

Communication and language (C&L) The children will learn to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Develop their communication and pronunciation.

Mathematics Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Literacy - These are just some of the wonderful texts we will read;



Comprehension: Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Writing: Use a variety of tools to expand mark-making opportunities.

Phonics: Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. Words with double letters (consonants) e.g. dd, mm, tt, bb, pp, ff. Longer words. Tricky words: was, you, they, my, by, all, are, sure, pure.

Understanding the world (UTW) Children will learn to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will explore how things work. They will talk about the differences between materials and changes they notice.

Our Spring 2 topic is: 'OPPOSITES'.



Understanding the world (UTW) The children will explore how things work and talk about the differences between materials and changes they notice. They will learn that there are different countries in the world and talk about the differences they have experienced or seen in photos. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Personal, social and emotional development (PSED) The children will be gaining an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will be learning to remember rules without needing an adult to remind them. They will practise playing with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them.

Expressive Arts and Design (EAD) The children will be showing how different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. They will be making contrasting pictures using hot and cold colours and learning about the colour wheel.

Physical Development (PD) Invasion Games - The children will be choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They will enjoy experimenting with different ways of moving, testing out ideas and adapting movements. Negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

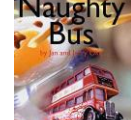
Communication, Language (C&L) They will make comments about what they have heard and ask questions to clarify their understanding. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.

Key Vocabulary:

Climate, habitat, polar, arctic, Antarctic.

Mathematics The children will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match to 5.

Literacy - These are just some of the wonderful texts we will read:



Phonics: Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er air Secure spelling words with double letters, longer words, words with two or more digraphs, longer words, words ending in -ing, compound words, longer words, words with s in the middle /z/ s, words ending -s, words with -es at end /z/.

Writing: Develop a more stable and functional pencil grip. Start to write CVCC words and phrases independently. Maintains directionality (left→right, top→bottom). **Comprehension:** Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Secure spelling words with double letters, longer words, words with two or more digraphs, longer words, words ending in -ing, compound words, longer words, words with s in the middle /z/ s, words ending -s, words with -es at end /z/.

Our Summer 1 topic is: 'Planet Earth'.



Key Vocabulary: Earth, planet, oceans, continents, countries, cities, sustainable, recycle.

Understanding the World (UTW) Children will be talking about the lives of the people around them and their roles in society. Comparing modern day professionals to those of the past. They will learn some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

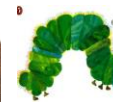
Personal, Social and Emotional Development (PSED) Children will be giving focused attention to what the teacher says, responding appropriately even when engaged in activity. They will learn to explain the reasons for rules, know right from wrong and try to behave accordingly. Develop appropriate ways of being assertive. They will learn to talk with others to solve conflicts.

Expressive Arts and Design (EAD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 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.

Physical Development (PD) The children will complete Sports Day practice and learn to confidently jump off an object and lands appropriately using hands, arms and body to stabilize and balance. They will negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Mathematics Children will be grouping and sharing, odd and even sharing. Playing with and building doubles. Identifying units of repeating patterns, create own pattern rules, replicate and build. They will build numbers beyond 10 using multiple different resources. Continue patterns beyond 10 to 20. Verbal counting beyond 20 and other verbal counting patterns.

Literacy - These are just some of the wonderful texts we will read:



Phonics: Phase 4: short vowels CCVCC CCCVC CCCV, longer words, compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today.

Tricky words: said so have like some come love do were here little says there when what one. **Writing:** Developing handwriting fluency. Self-correct when noticing mistakes in writing graphemes. Write a simple sentence with finger spaces,

capital letters and full stops. **Reading Comprehension:**

Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Communication & Language (C&L) Children will learn to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth.

Our Summer 2 topic is: 'Out of this world'.



Key Vocabulary: Space, planets, Milky Way, Galaxy, solar system, star, sun, moon, astronaut, spacesuit, rocket, habitable adaptive, determined and resilient.

Mathematics Adding more, taking away, ordering numbers.

Selecting shapes for a purpose, rotating shapes, manipulate shapes, explain shape arrangements compose shapes, decompose shapes, copy 2-D shapes, find 2-D shapes within 3-D shapes.

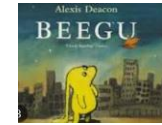
Understanding the World (UTW) Children will learn to talk about the lives of the people around them and their roles in society. They will begin to understand the past through settings, characters and events encountered in books read in class and storytelling. They will be learning to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. They will get to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Personal, Social and Emotional Development (PSED) Children will be learning how an ability to follow instructions involving several ideas or actions. They will learn to explain the reasons for rules, know right from wrong and try to behave accordingly. They will work and play cooperatively and take turns with others. They will be forming positive attachments to adults and friendships with peers. They will be showing sensitivity to their own and to others' needs.

Physical Development (PD) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. They will experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.

Communication & Language (C&L) The children will be listening attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Literacy - These are just some of the wonderful texts we will read:



Phonics: Phase 4 graphemes. Long vowel sounds CVCC CCVC Review all taught so far. Long vowel sounds CCVC CCCVC CCV CCVCC Secure spelling, words ending -s /s/, Phase 4 words ending -s /z/, words ending -es, longer words, root word ending in:- ing, -ed /t/, -ed /id/ /ed/, -ed /d/. Words ending in: -s /s/, -s /z/, -es, longer words. **Writing:** Children will practise sitting at desks and practise writing at tables with correct posture. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Reading **Comprehension:** Consolidate- Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Expressive Arts and Design (EAD) Children will use use of props and materials when role playing characters in narratives and stories. Play instruments with increasing control to express their feelings and ideas. They will invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others.