

Autumn 1

Let's Find Out All About Me!

Communication and Language

We will learn how to communicate with each other, express our needs, taking turns to listen and talk as well as using new vocabulary.

Personal, Social and Emotional

This half term we will be learning to see ourselves as a valuable individual and building relationships with others. We will be learning how to express our feelings socially and emotionally.

Physical Development

We will learn different movement skills such as rolling, jumping, running, hopping and skipping. We will also learn to start and stop when moving around.

Literacy

T4W: The Little Red Hen
We will be learning to use our phonic knowledge to write for a purpose such as labelling pictures and writing instructions.

Maths

This half term we will be learning to finish and create different patterns and learn about the numbers 0-4, understanding what the value of those numbers means. We will use the language of comparison, including 'more than' and 'fewer than'.

Knowledge and Understanding

This half term we will be finding out about the world around us and the importance of looking after our natural world and each other. We will all notice specific features about ourselves and how we have changed over time.

Expressive Arts and Design

We will be working creatively by expressing ourselves using drawing, painting and collage materials. We will also be learning how to plan, do and review when designing something with a purpose in mind.

Key Enquires

NEW BEGINNINGS / GETTING TO KNOW ONE ANOTHER AND OURSELVES / THE BODY / TO EXPLORE LIKES AND DISLIKES

Key Events / Celebrations

NEW BEGINNINGS / GETTING TO KNOW ONE ANOTHER AND OURSELVES / THE BODY / TO EXPLORE LIKES AND DISLIKES

Autumn 2

Communication and Language

We will explore and learn how to ask and answer simple questions. We will develop our speaking skills to talk using full sentences.

Personal, Social and Emotional

This half term we will continue to make positive relationships with our peers and talk about our feelings.

Physical Development

This half term we will be doing lots of activities to improve our fine motor skills and trying hard to form letters correctly. We will be developing our climbing and activities to develop our shoulder movements.

Literacy

T4W: The Enormous Turnip

We will be learning to use our phonic knowledge to write for a purpose such as making lists and labelling pictures.

Maths

This half term continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. We will compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

Knowledge and Understanding

This half term We will notice and explore how the world around us can change. We will also notice and explore materials that can change. We will be exploring, planning and enjoying a variety of celebrations.

Expressive Arts and Design

We will be continuing to work creatively by expressing ourselves using drawing, painting and collage materials. We will learn new songs and make our own music to accompany them.

Key Enquires

UNDERSTANDING WHAT WE ENJOY / WHAT THE WORLD HAS TO OFFER / FRIENDSHIP / CAUSE AND EFFECT

Key Events / Celebrations

Bonfire Night, Remembrance Day Divali, Birthdays, Eid Christmas

Spring 1 Let's Find Out, What Happens When We Use Our Senses

Communication and Language

This half term we will be trying to add more detail when talking about an event, using newly learnt vocabulary and speaking in full sentences.

Personal, Social and Emotional

This half term we will begin to consider the feelings of others and express our feelings and opinions more confidently.

Physical Development

This half term We will begin to develop a range of skills such as: rolling, crawling, walking, jumping, hopping, skipping, and climbing.

Literacy

T4W: The Three Little Pigs
We will be learning to use our phonic knowledge to write for a purpose such as making maps and writing. We will be retelling simple stories using the original story language.

Maths

This half term we will increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. We will continue to compare sets by matching, identifying when sets are equal.

Knowledge and Understanding

This half term we will notice and explore where we live and our locality. We will explore materials and their properties to help us make purposeful selections in a variety of contexts.

Expressive Arts and Design

We will be further developing storylines into our imaginative play, using small world toys and role play props. We will be planning, designing and constructing houses and boats.

Key Enquires

WORKING TOGETHER/ RESILIENCE/ OUR SENSES/ CAUSE AND EFFECT

Key Events / Celebrations

Chinese New Year, Valentine's Day

Spring 2

Let's Explore How Things Change

Communication and Language

We will learn lots of new vocabulary and use it when we are discussing what we have discovered. We will describe events that have happened.

Personal, Social and Emotional

This half term we will show resilience and perseverance in the face of challenge by developing problem solving skills.

Physical Development

We will explore and develop our sense of balance and how to move in different ways developing more control and grace.

Literacy

T4W: The Gingerbread Man
We will be learning to use our phonic knowledge to write for a purpose such as writing instructions and simple stories. We will be retelling simple stories using the original story language and innovating to create our own.

Maths

This half term we will compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. We will also explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

Knowledge and Understanding

This half term we will notice and explore changes that happen with materials and the natural world round us, We will explore ways to plan, test and reflect on our ideas.

Expressive Arts and Design

We will use our creative and shared thinking to find a way for the Gingerbread Man to cross the river without the help of the fox... We will select resources and materials to test our ideas and reflect on the outcome.

Key Enquires

OBSERVING/ TESTING /PROBLEM SOLVING / WORKING TOGETHER WHAT'S THE SEASON NOW?

Key Events / Celebrations

Pancake Day, Easter Mother's Day

Summer 1 Let's Find Out What Is Happening Outside

Communication and Language

This half term we will explore and learn how to express our opinion and ideas. We will begin to or fully demonstrate awareness of the listener and their needs.

Personal, Social and Emotional

This half term we will be working together to care for each other and the world around us. We will be exploring how to show care and respect to each other and the world around us.

Physical Development

We will be focusing on working together as a team. We will be exploring ball skills and be further developing our confidence and accuracy.

Literacy

T4W: The Hungry Caterpillar
We will be learning to use our phonic knowledge and mark making to write for a purpose such as information leaflets, writing letters and posters. We will be retelling familiar stories and creating our own.

Maths

This half term This half term we will subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. We will be encouraged to identify when it is appropriate to count and when groups can be subitised.

Knowledge and Understanding

We will notice explore the natural world around us and changes that happen. We will find out ways in which we can look after the world around us.

Expressive Arts and Design

We will explore further how rhythm, dynamics, melody and pitch can change the feelings music provokes. We explore role play and dance and how these can be used to express emotions.

Key Enquires

PLANTING/GARDENING /SPRING/CHANGES/ LOOKING AFTER OUR WORLD

Key Events / Celebrations

Ramadan/Eid

Summer 2 Let's Find Out, Who Can Help Us

Communication and Language

We will further explore questions asking and answering questions. We will explore how to share with others what we have learnt / understood. We will describe events that have happened.

Personal, Social and Emotional

This half term we will be exploring our own special qualities and those of others. We will be finding out more about how and who to ask for help when needed.

Physical Development

This half term We will begin to develop a range of skills such as: rolling, crawling, walking, jumping, hopping, skipping, and climbing.

Literacy

T4W: Little Red Riding Hood

We will be learning to use our phonic knowledge and mark making to write for a purpose such as writing a recount of an event and telling a story.

Maths

In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

Knowledge and Understanding

This half term we will be finding out about the different services that help us and the types of jobs that people do within them. We will explore and investigate forces and cause and effect.

Expressive Arts and Design

We will be further developing storylines into our imaginative play, using small world toys and role play props. We will select, design and make props for our role play.

Key Enquires

WHAT JOBS DO THE PEOPLE WE KNOW DO? WHO WORKS IN OUR COMMUNITY? HOW DO WE GET HELP? WHAT'S THE SEASON NOW AND NEXT?

Key Events / Celebrations

Jubilee, Birthdays, Sports Day, Moving up... Transition

Spring 2

Let's Explore How Things Change

Communication and Language

We will learn lots of new vocabulary and use it when we are discussing what we have discovered. We will describe events that have happened.

Personal, Social and Emotional

This half term we will show resilience and perseverance in the face of challenge by developing problem solving skills.

Physical Development

We will explore and develop our sense of balance and how to move in different ways developing more control and grace.

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Maths

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Knowledge and Understanding

This half term we will notice and explore changes that happen with materials and the natural world round us, We will explore ways to plan, test and reflect on our ideas.

Expressive Arts and Design

We will use our creative and shared thinking to find a way for the Gingerbread Man to cross the river without the help of the fox... We will select resources and materials to test our ideas and reflect on the outcome.

Key Enquires

OBSERVING/ TESTING /PROBLEM SOLVING / WORKING TOGETHER WHAT'S THE SEASON NOW?

Key Events / Celebrations

Pancake Day, Easter Mother's Day

Making Pancakes

- **Introduce recipe** – sequencing – ingredients – kitchen utensils needed

CL 3-4: use wider vocabulary and unfamiliar words

Rec: learn new vocabulary and discuss category of word

- **Make Pancakes** in smaller groups – sequencing – following instructions – discussing changes – textures – using senses to help describe – taking turns – working collaboratively – measure (maths)

KU 3-4:: use all their senses in hands-on exploration; talk about what they see

Rec: observe and interact with processes; describe what they see hear and feel

- **Eat the Pancakes** and Talk about the flavour and texture – changes that have happened – likes and dislikes – using new vocabulary
- **Write about their day to share with their families**
- *W 3-4: Give meaning to marks and use for different purposes.*

Use print and letter knowledge in their early writing. Rec: Write short sentences that are phonetically plausible.

KU: Recall the steps to make pancakes – can sequence events

CL: Sequencing events through talk

○ Introduce, Hook and Read the The Runaway Pancake

CL 3-4:

Rec: Share the story of the runaway Pancake. Join in the refrains of the story

- **Retelling Story with Puppets**
- **Use puppets in provision**

Maths

- Daily input from NCTEM
 - Numerosity of sets, without being diverted by colour, shape or size. Using language 'more, fewer, equal'. Provision group focus.
- Nursery maths: Threeness of three

RE

- Gathering
- Family group focus
 - Focus Activity
 - Continuous prov / enhancement

Additional Enhancements for Provision:

- Making a small world – with puppets – to support retelling
- Add pans and mixing bowls to homecorner and playdough area – vocab and retelling – roleplay EAD – KU talking about materials and shape, texture and form
- Have pictures of the characters / scenes in the creative area – to support CL / vocab and EAD – representations, texture

Early Reading - phonics

- **Daily RWInc**
- **1:1 interventions**
- **Early reading activity**
- **1:1 Reading**

Making Gingerbread Men

- Introduce recipe – sequencing – ingredients – kitchen utensils needed

*CL 3-4: Use wider range of vocabulary and unfamiliar words
Awareness of a sequence*

Rec: Using the new vocabulary – sequencing

- Make GBM in smaller groups – sequencing – following instructions – discussing changes – textures – using senses to help describe – taking turns – working collaboratively – measure (maths)

KU 3-4 Combine and mix ingredients

Change materials by heating and cooling, including cooking

Rec Observe, measure and record how materials change when heated and cooled

Compare how materials change over time and in different

How biscuits change in different liquids

That some materials are stretchy

That some materials absorb liquids

KU: Recall the steps to make Gingerbread biscuits – can sequence events CL: Sequencing events through talk using wide range of vocab

Rec: Asking questions – What now? What next?

KU 3-4: Using all their senses – talk about what they see

Rec: Explore how things can be changed and what they see – using their senses

- Eat the Gingerbread Men and Talk about the flavour and texture – changes that have happened – likes and dislikes – using new vocabulary

○ Introduce, Hook and Read the Gingerbread Man

R 3-4: To familiar with a story and join with refrains

Rec: Share the story of the gingerbreadman (T4W) Join in the refrains of The Gingerbread Man story

CL: talk about the characters and events

- Map and Learn the Gingerbread Man
- Retelling Story with Puppets
- Use puppets in provision

- Write the instructions / list of ingredients for Mrs Woodmansey's family – sequencing – formulating sentences

W 3-4: Give meaning to marks and use for different purposes.

Use print and letter knowledge in their early writing. Rec: Write short sentences that are phonetically plausible.

KU: Recall the steps to make Gingerbread biscuits – can sequence events

CL: Sequencing events through talk

Early Reading - phonics

- Daily RWInc
- 1:1 interventions
- Early reading activity
- 1:1 Reading

Maths

Cardinality

- Teddy & Monkey
- See Maths Full Plan

RE

- Lent Week 1: Candle
- Islam Week: Prayer Mats
 - Prayer Mat design

Additional Enhancements for Provision:

- Making a small world – with puppets – to support retelling
- Add gingerbread men cutters / rolling pins to homecorner and playdough area – vocab and retelling – roleplay EAD – KU talking about materials and shape, texture and form
- Have pictures of the characters / scenes in the creative area – to support CL / vocab and EAD – representations, texture

Science Week – GROWING

Plant seeds – start of growing and observing change

- **Farm visit** – link to farm animals in the story – discuss baby animals and correct names – distinguishing features – using what they had learnt from descriptive game **Children will visit the farm animals** – return to class and discuss the animals, their experience, what they noticed, what do they now know about the animals

KU 3-4 Compare adult animals to their babies • Observe how baby animals change over time, name baby animals REC Name and describe animals that live in different habitats (Compare farm to previous learning) Name and identify different Common features of different animals • Describe different habitats (focus farm animals from story and beyond)

- **Opportunity to write NEWS to their families at home about what they have seen / learnt about the animals today**
Recall of events / what they know
Expressing their ideas and thinking
Using new vocabulary
- **Opportunity to make a representation of one of the animals**
Thinking about identifying feature
EAD: selecting appropriate tools and materials to make the representation
- **Sharing ideas on a celebration board**
Sharing what they have seen / learnt about the animals today
Recall of events / what they know
Expressing their ideas and thinking
Using new vocabulary

○ **Continue to learn to imitate the Story of The Gingerbread Man**

CL 3-4: Listen to simple stories and understand what is happening. To be able to

Rec: Share the story of the gingerbreadman (T4W) Join in the refrains of The Gingerbread Man story

- **Continue to use map, actions and learn the Gingerbread M**
- **Use puppets in provision**

CL 3-4: Begin to retell familiar stories - join in the refrains of The Gingerbread Man story

Rec: Begin to retell The gingerbreadman using some of the story language (T4W) confidently join in the refrains of The Gingerbread Man story

- **Descriptions – how would you know it is the Gingerbread Man Describing game**
Focus on developing descriptions – identifying features
Use animals from the story for describe and guessing game
- **Model writing a WANTED POSTER**
- **Children to make their own WANTED POSTERS**
DRAW REPRESENTATION – EAD
CL – descriptive vocabulary
W - Write Description

W 3-4: Give meaning to marks and use for different purposes. Use print and letter knowledge in their early writing. Rec: Write short sentences that are phonetically

Early Reading - phonics

- **Daily RWInc**
- **1:1 interventions**
- **Early reading activity**
- **1:1 Reading**

Story time and Rhymes

- **The Farm**
- **Old MacDonald**

Maths

- Daily input from NCTEM
Put in weekly focus
- Provision group focus
- COnt provision focus

RE

- Family group focus
- Focus Activity
- Continuous prov / enhancement

Additional Enhancements for Provision:

- Making a small world – with puppets – to support retelling
- Add gingerbread men cutters / rolling pins to homecorner and playdough area – vocab and retelling – roleplay EAD – KU talking about materials and shape, texture and form
- Gingerbread hunt - prepositions
- Ensure pictures of bridges in construction area
- Ensure boat making materials in the EAD area for children to return to prior leaning independently

How to get across the water without the FOX...

- Explore ideas of how to get across

List ideas

Support pupils with retrieval from boats (Spring 1)

- When children discuss bridges refer to Humber bridge images etc

Discuss materials for designs

Design ideas

3-4 understand 'why' questions; use longer sentences of 4-6 words

Rec: ask questions to find out more; articulate ideas

W 3-4: Give meaning to marks and use for different purposes.

Use print and letter knowledge in their early writing.

Rec: Write short sentences that are phonetically plausible.

➤ Design and Make Bridges

KU: 3-4: Explore different structures – talk about what they see

Rec: Become familiar with their locality and the world around them – explore different structures and their features

W 3-4: Give meaning to marks and use for different purposes.

Use print and letter knowledge in their early writing.

Rec: Write short sentences that are phonetically plausible.

- **Bridge Building** – encourage designing
Look at bridges they may know e.g. Humber Bridge – build with the children exploring structures that work

SSM 3-4 To select shapes appropriately. To combine shapes to make new ones.

Rec: Select manipulate and rotate shapes

Making a Family Group BOOK

- Retell with story map and actions
- Plan as a family group - shared write part of the story

Sequence and retell

- As a family group each child to add a part of the story to the book

W 3-4: Give meaning to marks and use for different purposes.

Use print and letter knowledge in their early writing.

Rec: Write short sentences that are phonetically plausible.

- INPUT ABOUT SPRING – WHAT DO WE NOTICE OUTSIDE?

Discuss what they have noticed outside

Identify the season as Spring

Draw attention to the display

Look at books together about Spring

Introduce daffodils – observational watercolours

And a Introduce a Spring watch...

3-4 Explore changes in their natural environment

Rec • Play and explore outside in all seasons and in different weather

• Observe living things throughout the year

Early Reading - phonics

- Daily RWInc
- 1:1 interventions
- Early reading activity
- 1:1 Reading

Early Reading - phonics

- Spring

Maths

- Daily input from NCTEM
Put in weekly focus
- Provision group focus
- COnt provision focus

RE

- Family group focus
 - Focus Activity
 - Continuous prov / enhancement

Additional Enhancements for Provision:

- Making a small world – with puppets – to support retelling
- Add gingerbread men cutters / rolling pins to homecorner and playdough area – vocab and retelling – roleplay EAD – KU talking about materials and shape, texture and form
- Have pictures of the characters / scenes in the creative area – to support CL / vocab and EAD – representations, texture

- Make Easter Nests
- Introduce recipe – sequencing – ingredients – kitchen utensils needed

CL 3-4:

Rec:

- Make Easter Nests in smaller groups – sequencing – following instructions – discussing changes – textures – using senses to help describe – taking turns – working collaboratively – measure (maths)
- KU 3-4 Combine and mix ingredients
- Change materials by heating and cooling, including cooking
- Rec Observe, measure and record how materials change when heated and cooled
- Compare how materials change over time and in different

➤ Start and Easter Garden – new life

W 3-4: Give meaning to marks and use for different purposes.

Use print and letter knowledge in their early writing.

Rec: Write short sentences that are phonetically plausible.

KU: Recall the steps to make Gingerbread biscuits – can sequence events

CL: Sequencing events through talk

○ The Easter Story

○ Simple retell

○ Plan Celebration with Parents! Stay and P Lay

CL 3-4: *Retell a simple story*

Rec: *Retell a simple story using the story language*

The Gingerbread Man

- Relling with map and actions + innovation
- Retelling Story with Puppets
- Explore instruments for the story telling of the

- Return to seed and observe changes

3-4 Talk about what they see and notice changes

Rec: Discuss changes and Make Observational drawings - Compare to previous observations

Maths

- Daily input from NCTEM
Put in weekly focus
- Provision group focus
- COnt provision focus

RE

- Family group focus
 - Focus Activity
 - Continuous prov / enhancement

Additional Enhancements for Provision:

- Making a small world – with puppets – to support retelling
- Add gingerbread men cutters / rolling pins to homecorner and playdough area – vocab and retelling – roleplay EAD – KU talking about materials and shape, texture and form
- Have pictures of the characters / scenes in the creative area – to support CL / vocab and EAD – representations, texture

Early Reading - phonics

- Daily RWInc
- 1:1 interventions
- Early reading activity
- 1:1 Reading

Story time and Rhymes

- Easter
- Sing Hosanna

Easter

- *KU Make Easter Cards (SSM – Patterns LTP)*
- *KU Celebrating with Easter games*
- **Making Easter gifts – symbols of Easter**

- Easter treats for celebration
- Introduce recipe – sequencing – ingredients – kitchen utensils needed
- in smaller groups – sequencing – following instructions – discussing changes – textures – using senses to help describe – taking turns – working collaboratively – measure (maths)

- The Easter Story
- Simple retell

Celebration with Parents!

Stay and Play

- Retelling Story
- Performing – confidence
- Sharing what they know
- Celebrating Easter

Maths

- Daily input from NCTEM
Put in weekly focus
 - Provision group focus
 - COnt provision focus
- See NCETM planning

RE

- Family group focus
 - Focus Activity
 - Continuous prov / enhancement
 - See come and see

Additional Enhancements for Provision:

- Making a small world – with puppets – to support retelling
- Add gingerbread men cutters / rolling pins to homecorner and playdough area – vocab and retelling – roleplay EAD – KU talking about materials and shape, texture and form
- Have pictures of the characters / scenes in the creative area – to support CL / vocab and EAD – representations, texture

Early Reading - phonics

- Daily RWInc
- 1:1 interventions
- Early reading activity
- 1:1 Reading

Story time and Rhymes

- *The Farm*
- *Old MacDonald*