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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1** | **Spring 2**  | **Summer 1**  | **Summer 2**  |
|  | **Marvellous Me**  | **Let’s Celebrate!** | **Ticket to Ride!** | **How Does Your Garden Grow?** | **It’s a Pirate’s life for us!** | **God’s Wonderful World**  |
| **General themes** | Describing the local area My life story and comparing family life  | Material states Light Harvest  | Rubbish and recycling Comparing Rainford to London | Lifecycles Minibeasts | Seaside holidays from the pastMaking instrumentsFloating and sinking | Comparing UK to Africa Homes from the past  |
| **Enrichment opportunities** **Raindrops** **Reception** **Both classes**  | Post letters to the vicar Walk to the village to identify local features Rally- Black history month  | Linear Autumn Walk Trip to Theatre  | Linear Spring WalkHealthy Oral Hygiene WorkshopObserve and draw All Saints Church  | Easter Egg Hunt Trip to Brockholes nature reserve Road safety talk from the school crossing patrol.  | Littler picking around the school  | Linear Summer WalkSongFestCaring for caterpillars Trip to Windmill FarmSports Day  |
| **Super starter**  | Tea at Reds  | Meeting our Y6 Buddies | Popcorn movie night | Pancake tasting | Teddy Bear’s Picnic | Kindness stones |
| **Fantastic finish** | PJ day with hot chocolate and story time  | Christmas Party  | Baptism of EYFS Baby | Easter Egg Hunt with clues  | Beach Party  | Stay and Play- Goodbye Celebration |
| **Significant People**  | Stevie Wonder- Musician  | Mae Jenison- Equality Martin Luther King- History | Amelia Earhart (Inspirational Woman’s Day)Artist- Kandinsky  | Matisse- The Snail- Art  | Tom Daly- P.E | Jane Goodall- conservationist |
| **Communication and Language** | ***Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, Pie Corbett T4W actions, Makaton and EYFS performances. There is daily story time; shared book reading and conversation talk/ news sharing with the children daily during key worker groups. Below are skills we look for throughout the child’s time in Pre-school however activities are planned around these skills in specific terms too.***  |
| Sharing names with peers and adultsSpeaking in short sentences stringing more than two words togetherunderstand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?” | Respond to simple questions with adequate processing timeShow an understanding of action wordsResponding to familiar instructionsBeginning to understand why questionsEnjoys listening to longer stories | Show an awareness of new vocabulary during key worker timeBegin to use irregular tenses and plurals when exploring storiesUsing longer sentences of at least four wordsExpressing unique thoughts and feelings | Introduce conjunctions in speech such as because, or, andShow an awareness of future and past tense in speechResponding to non-verbal signals appropriatelyBegin to use expression when mimicking character voices | Ask questions about newly acquired informationShow curiosity about new characters and plots in storiesRecall limited informationUse talk to organise their thoughts and feelings Showing ability to pay attention to more than one thing | Begin answering simple ‘why’ questionsShow an ability to shift attention to new stimuli by using namesUnderstanding multi-instruction sentencesUsing longer sentences of least four to six words. Making simple predictions about what might happen next |
| **Observational Checkpoints** Around the age of 3* can the child shift from one task to another if you fully

obtain their attention, for example, by using their name?Around the age of 4* is the child using sentences of four to six words?
* Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’?
* Is the child using the future and past tense?

Can the child answer simple ‘why’ questions? |
| **Personal, Social and Emotional development** | ***Throughout the year, children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. As well as this, we use the JIGSAW curriculum to teach the theme below:***  |
| Ourselves and our familiesSharing and taking turnsKeeping Healthy- Hand Washing | Keeping ourselves safe in the dark- what is reflective?Bonfire Night SafetyRespecting cultural differences | Keeping Healthy Hand washingMaking Healthy choices Healthy oral hygiene  | Keeping safe on the roadHealthy sleep routines Looking after other living things (plants, flowers, insects) Interest trays with bulbs/seeds/fruit to explore | Sun safetyTaking turns, understanding that own actions affect othersRight and unkind choices, 3 little pigs and wolf | Learning about the body Dealing with change Keeping Ourselves Safe- Stranger Danger |
| **Observational Checkpoints** **Around the age of 3*** **Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?**
* **Can the child settle to some activities for a while?**

**Around the age of 4*** **Does the child play alongside others or do they always want to play alone?**
* **Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)**
* **Does the child take part in other pretend play with different roles – being the Gruffalo, for example?**

**Can the child generally negotiate solutions to conflicts in their play?** |
| **Physical Development** **Fine Motor** | **Squiggle While You Wiggle daily sessions**Be confident using up and down, left and right movements. Use circular movements that are clockwise and anticlockwise. – Gross and fine motor **Dough Disco- Book 1** Know the basic movements – squeeze, ball it, smack it, single fingers, sausage, diving, two finger dancing, piano, making a pizza, dough-nut Begin to develop an understanding of left and right Develop independence when putting on their coat. Move in a range of ways – rolling, slithering, crawling, running, walking.Makes snips in paper moving the scissors forward. Play running games that involve change in speed or direction.Be no longer using a full fist grip for holding a pencil.  | **Squiggle While You Wiggle daily sessions**Be confident using hump and under hump movements. Use hook movements - Gross and fine motor**Dough Disco- Book 2** Know more advance movements – blow your trumpet, nip or pinch, snail, rose, around the world, baby’s cradle, smash, buckaroo fingers. Develop independence when putting on wellies Have more of an understanding of left and right Move in a range of ways – rolling, slithering, crawling, running, walking, hopping, skipping  | **Squiggle While You Wiggle daily sessions**Be confident using spiral and wave movements. - Gross and fine motor**Dough Disco- Superhero** Continue to develop gross and fine motor skills through a range of dough disco moves strengthening the muscles in arms and fingers. Show increasing balance when creating obstacle courses Collaborate with others to move large items e.g. planks, tyres. Be able to roll a ball to a partner with good control Use their “helping hand” or non-dominate hand to hold the paper and help manipulate it while cutting with their dominant hand. Use a thumb up” position while holding both the paper and scissors. | **Squiggle While You Wiggle daily sessions**Be confident creating figures of 8 in vertical and horizontal movements. - Gross and fine motor**Dough Disco- Space**Continue to develop gross and fine motor skills through a range of dough disco moves strengthening the muscles in arms and fingers. Use and remember sequences and patterns of movements which are related to music and rhythm.Be able to catch a large ball | **Squiggle While You Wiggle daily sessions**Be confident creating straight line movements in a range of ways – stairs, horizontal / vertical. - Gross and fine motor**Dough Disco- Pirate** Continue to develop gross and fine motor skills through a range of dough disco moves strengthening the muscles in arms and fingers. Develop riding skills – scooters, bikes (Possible balance bikes??) show good co-ordination when using bikes and scooters with an awareness of space. Be able to bounce a ball with good control. Show a preference for a dominant hand Cut a straight line independently using the scissors in one hand and the correct position. Begin to use a tripod grip.  | **Squiggle While You Wiggle daily sessions****Dough Disco – combination of movements learnt throughout the year** Continue to develop gross and fine motor skills through a range of dough disco moves strengthening the muscles in arms and fingersDevelop ball skills – throw, catch, roll, bounce. Start taking part in some group activities which they make up for themselves, or in teams**.**Cut a curved line using the correct scissor hold, Independently put on coats, jumpers, cardigans and dressing up. Hold a pencil correctly (tripod) with good control.  |
| **Gross Motor**  | Begin to develop an understanding of left and right Develop independence when putting on their coat. Move in a range of ways – rolling, slithering, crawling, running, walking.Play running games that involve change in speed or direction. | Develop independence when putting on wellies Have more of an understanding of left and right Move in a range of ways – rolling, slithering, crawling, running, walking, hopping, skipping  | Show increasing balance when creating obstacle courses Collaborate with others to move large items e.g. planks, tyres. Be able to roll a ball to a partner with good control Practice balancing on one foot | Use and remember sequences and patterns of movements which are related to music and rhythm.Be able to catch a large ballPractice under-arm throwing, at targets, into buckets, baskets etc.Catching with a teacher throwing an object, ball, beanbag etc. | Continue to develop gross and fine motor skills through a range of dough disco moves strengthening the muscles in arms and fingers. Practice over-arm throw to throw over a distance. Which throw makes the object go a greater distanceWhich objects travelled the furthest and why  | Develop ball skills – throw, catch, roll, bounce. Start taking part in some group activities which they make up for themselves, or in teams**.**Make obstacle courses using balance beamsCatching an object with one hand thrown by the teacherThrow 2 beanbags at the same time |
| **Reading spine** | You chooseBrown Bear, Brown Bear what do you see? | Where’s spot?Monkey Puzzle | The same but different too! Hairy Maclary | Snail Trail Yucky Worms | The Hugasaurus Hug | Animal Boogie Little Red Riding Hood  |
| **Literacy** **Comprehension – Developing a passion for reading** | **The children will study one core book each week but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors. Children will also be exposed to our Reading Spine books, fiction and non-fiction texts. Throughout the year we teach children to 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.**  |
| The colour Monster Oliver's vegetables Farmer Duck Guess how much I love you (Autumn) Chocolate Moose for Greedy Goose ***(poetry)***  | Dipal's Diwali Sparks in the Sky Owl BabiesThe tiger who came to tea Stickman Nativity  | Guess how much I love you (Winter)Here comes Jack Frost The Train Ride Mixed The Three little Pigs  | Dear Zoo Mr Wolf's Pancakes Dinosaur Roar- ***(poetry)***Guess how much I love you (Spring)Hurray for Hoppy  | Jasper's Beanstalk Jack and the Beanstalk Come on Daisy We're going on a Bear Hunt Superworm  | The Hungry CaterpillarOne Mole digging a Hole- ***(poetry)***Farmyard Hullabaloo. Guess how much I love you (Summer) |
| **Read Write Inc/ Phonics**  | Raise children’s awareness of sounds around them using different items and instrumentsCompare sounds playing lotto games, making shakes and hiding/replacing instrumentsRhythm and rhyme Alliteration Voice soundsFred talk  | Playing instruments alongside stories and rhymes Sing songs and action rhymes related to a theme or topicRhythm and rhyme Alliteration Voice sounds Teach to read and spell one grapheme/phoneme per week. m, a, s, d, t, iFred talk | Develop experiences of rhythm and rhyme with speech through stories, songs and rhymes Play rhyming bingo Clap out syllablesRhythm and rhymeFred talk Teach to read and spell one grapheme/phoneme per week. n, p, g, o, c, k | Use alliteration to build up initial sounds Begin matching objects which begin with the same sound Play I-spy gamesFred talk Teach to read and spell one grapheme/phoneme per week. u, b, f, e, l | Develop children’s awareness of voice sounds when oral blending and segmenting in appropriate stories Selecting items related to voice soundsFred talk Teach to read and spell one grapheme/phoneme per week. h, sh, r, j, v, y, w | Phase 1 phonics – mixture of aspects until secure in all areasReview all sounds taught Fred talkCan write most of their name independently |
| **Maths (Number and Numerical patterns)**  | **We provide frequent and varied opportunities to build and apply mathematical understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.** |
| Use some number language such as more and a lot Say some number names in sequence Show awareness of numbers in the environment Use some number names and language accurately Ask questions and be curious about numbers Appreciate that numbers can identify how many objects are in a setLinks to stories- Having a selection of fruits and vegetables to measure and compare their length, shortest /longest, medium, middle-sized, size ordering language. Using scales to measure the weight of the fruits and vegetables.  | Number rhymes to 5 Number talk Happy Birthday to you How old are you? One or lots? What comes next? What’s in the box? Sequencing activities e.g. going to bed routine Christmas numicon shape matching patternsRangoli patterns with shapesPositional language and direction (Where's Spot)Baking – weighing and measuring- Christmas cake  | Count up to 5 objects with 1 to 1 correspondence Know the last number in the count gives the total Recognise, say identify numbers 1 to 5 Count forwards and backwards 1-5 Represent number up to 5 on fingersNumber rhymesSize orderingRecognising sets of 3 – subitisingPosition and directionSize ordering shapes-building houses (Three little pigs)  | Number of the week 1 to 5 Number rhymes to 5 and 10 Number Detectives Zig-zag number book Envelope number track2D and 3D shape constructionsObstacle courses – ordinal numbers, direction and positional language Reciting and counting forwards and backwards to 10Baking – weighing and measuring- pancakes Money- Dear Zoo shop  | Count forwards and backwards 1-10 Count out up to 6 objects from a larger group Represent numbers up to 10 on fingers Count actions or sounds Count reliably upto 10 objects including those that can’t be movedWe’re going on a number hunt RoleplayLinks to stories Ten Little Pirates and pirate ship numicon shape matching patterns Pirate counting rhymes Number line to 10 with pirate characters, squirt the number on ships  | Number of the Week 6- 10Number rhymes to 10 Comparing set sizes Pitstop Rhyme time to 10 Number plate bingo Treasure track Circle Red riding hood, feeding the wolf – picnic cups, teapots, jugs, exploring measuring and full/empty concepts Red riding hood/wolf number cards, outdoor number hunt.Extend and create ABAB patterns – stick, leaf,stick, leaf. Notice and correct an error in a repeating pattern. |
| **R.E** | What does it feel like to be part of a special celebration? Children learn about what Christians might do to celebrate Harvest.  | What times are special for different people and why? Children learn about Diwali and how Hindus celebrate it. They also learn how Christians celebrate Christmas | Special Stories- Which stories are special for different people and why?*Noah’s Ark* *Jonah and the whale* *The Lost Sheep* | Our Special World- How do people harm the natural world? How do people take care of the world?  |
| **Understanding of the World**  | PP-To create a time-line of their own significant events (H) Black History Month (H) NW-Exploring vegetables and fruit from different cultures and foods that come from the farms In Rainford- using range of senses – taste, sight, smell, touch. (S)NW- Exploring Autumn/– Autumn walk on the school grounds (G)  | PP- Looking at our families and their past (H)NW- Describe a familiar route.(link to posting letter and walking to village) (G)NW-Light and Dark – day and night (S) NW- Changes in materials- freezing water (S)  | PP- Children learn about the life of Amelia Earhart. (H) NW- rubbish, recycling and looking after their environment- Sea pollution (G)Know that there are different countries in the world (G)Learn about good oral hygiene (S)  | Looking for signs of Spring outside (G)NW- Children to identify and recognise 5 types of flowers Planting sunflower seeds + runner beans and observe how they change (S)Children are taught the importance of sleep, how much sleep they need (S)  | PP-Describe a past time when they went to the seaside (H) Explore how different materials float and sink (S) Investigate materials to see which will stretch, snap, bend, twist (S)  | PP- Houses from the pastNW-Explore the countries different types of bears come from (G) Know the difference between land and sea on a map (G) Caterpillar lifecycleUnderstanding how things move- push and pull, floating and sinking (S)  |
| **Expressive Art and Design***Songs and Rhymes from This Little Puffin collection and Music Express* | ABC.Days of the week.Hello, how are you?What’s in the box (Makaton)Here is a box (104)Musical Bear Learn to sing the song and select music makers to create quiet sounds to accompany. Stormy Sky Dance Respond to music with body movements. Create hand music to accompany music thinking about the loud and quiet sounds  | Jingles bellsWhen Santa got suck up the chimney (Makaton) Chubby Little Snowman Shake up! Respond to the song using shakers to the beat. Little Mousie Brown explore high and low notes using a xylophone  | Kong Hei Fatt Choi Please Mr Noah Learn and perform song exploring high and low animal noises. The dragon Moves explore the sounds of metallic instruments. Explore moving to the sound of the music.  |  Hot Cross Buns Spring Chicken Five Fluffy Chickens (224)Foxy (227)**Cake for Tea**Investigate the sounds that different cooking materials can make – e.g. tapping, scraping, whisking. Perform the song accompanied by cooking instrument sounds. **What can you play** Explore the different sounds that instruments make (include a range of instruments from other cultures.)  | I have a little Little Spider (p268)Wriggly Worm (231) **Busy bees**Create own sound makers to accompany the song – busy bee sounds. **The Bat and the cat** children to sing repeated lines.  | Little Arabella Miller (269)) An elephant goes like this and that (279)Can you copy me?Explore the tapping sounds different wrappers and packaging can makeFarmyard Scene Create sounds to represent a farmyard using range of instruments.  |
| **Expressive Art and Design** | Self-portraits  Using different colours to create colour monstersUsing our imagination to act out and make up stories Exploring Harvest vegetables using printing and rubbing techniques | Autumn pictures-leaf printing/ painting with pinecones and conkers/Drawing hedgehogs /Bonfire and firework paintingsRangoli patterns for Divali from materials e.g. rice, lentils. Using our imagination to act out and make up stories Remembrance Day- making poppies Poinsettia paintings  | Tye-dye t-shirts Using our imagination to act out familiar stories about journeys, story props, masks, rhymes + songs Small world- vehicles Making representations of ‘The Train Ride’ story using paper, collage, exploring colour, shape, texture +pattern making  | Easter cards and Mother’s Day card investigate mixing colours - Link to **Kandinsky** explore using a range of materials to paint with – e.g. twigs, brushes, sponges, fingers.Daffodil paintings | Using our imagination to act out and make up stories- Jasper’s Beanstalk, Jack and the BeanstalkCreating our own beanstalks using a variety of resources- twisting and joining pipe cleanersMaking sock/worm puppets | Experiment with making marks using a wide range of resources e.g. felt pen, pencil, crayon, pastel, paint, chalk, charcoal. Children create the Hungry caterpillar. Making scarecrows and farm animals (3D) formPainting square- Piet Mondrain style- exploring what happens when the primary colours leak and turn into secondary colours |
| Key Dates  | Mental Health Day - 10th OctGrandparents day- 2nd OctBlack History Month – October | Christmas Jumper day- 9th DecDiwali – 24th OctBonfire Night – 5th NovWorld Science Day – 10th NovRemembrance Day – 11th NovChildren in Need - 18th NovRoad safety week – 14th NovAnti-Bullying Week – 14th Nov | Chinese New Year- 22nd Jan Martin Luther King Day – 17th JanBig garden birdwatch – 28h JanNational Story Telling Week – 30th Jan | St David’s Day- 1st Mar St Patrick’s Day- 17th MarMother’s Day-19th MarPancake Day- 21st FebWorld Book Day- 2nd Mar British Science Week- 10th MarInternational Womans Day- 8th MarWorld Poetry Day- 21st Mar  | Easter Sunday - 9th AprilSt George’s Day – 23rd April VE Day – 8th May | World Oceans Day – 8th JuneHealthy Eating Week – 12th JuneFather’s Day – 18th June |