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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 past  Making instruments  Floating 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 Walk  Healthy Oral Hygiene Workshop  Observe 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 Walk  SongFest  Caring for caterpillars  Trip to Windmill Farm  Sports 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 adults  Speaking in short sentences stringing more than two words together  understand 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 time  Show an understanding of action words  Responding to familiar instructions  Beginning to understand why questions  Enjoys listening to longer stories | Show an awareness of new vocabulary during key worker time  Begin to use irregular tenses and plurals when exploring stories  Using longer sentences of at least four words  Expressing unique thoughts and feelings | Introduce conjunctions in speech such as because, or, and  Show an awareness of future and past tense in speech  Responding to non-verbal signals appropriately  Begin to use expression when mimicking character voices | Ask questions about newly acquired information  Show curiosity about new characters and plots in stories  Recall limited information  Use talk to organise their thoughts and feelings  Showing ability to pay attention to more than one thing | Begin answering simple ‘why’ questions  Show an ability to shift attention to new stimuli by using names  Understanding multi-instruction sentences  Using 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 families  Sharing and taking turns  Keeping Healthy- Hand Washing | Keeping ourselves safe in the dark- what is reflective?  Bonfire Night Safety  Respecting cultural differences | Keeping Healthy  Hand washing  Making Healthy choices  Healthy oral hygiene | Keeping safe on the road  Healthy sleep routines  Looking after other living things (plants, flowers, insects) Interest trays with bulbs/seeds/fruit to explore | Sun safety  Taking turns, understanding that own actions affect others  Right 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 fingers    Develop 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 ball  Practice 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 distance  Which 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 beams  Catching an object with one hand thrown by the teacher  Throw 2 beanbags at the same time |
| **Reading spine** | You choose  Brown 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 Babies  The 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 Caterpillar  One 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 instruments  Compare sounds playing lotto games, making shakes and hiding/replacing instruments  Rhythm and rhyme Alliteration Voice sounds  Fred talk | Playing instruments alongside stories and rhymes Sing songs and action rhymes related to a theme or topic  Rhythm and rhyme Alliteration Voice sounds  Teach to read and spell one grapheme/phoneme per week. m, a, s, d, t, i  Fred talk | Develop experiences of rhythm and rhyme with speech through stories, songs and rhymes Play rhyming bingo Clap out syllables  Rhythm and rhyme  Fred 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 games  Fred 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 sounds  Fred 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 areas  Review all sounds taught  Fred talk  Can 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 set  Links 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 patterns  Rangoli patterns with shapes  Positional 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 fingers  Number rhymes  Size ordering  Recognising sets of 3 – subitising  Position and direction  Size 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 track  2D and 3D shape constructions  Obstacle courses – ordinal numbers, direction and positional language  Reciting and counting forwards and backwards to 10  Baking – 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 moved  We’re going on a number hunt Roleplay  Links 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- 10  Number 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 past  NW-Explore the countries different types of bears come from (G)  Know the difference between land and sea on a map (G)  Caterpillar lifecycle  Understanding 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 bells  When 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 make  Farmyard Scene  Create sounds to represent a farmyard using range of instruments. |
| **Expressive Art and Design** | Self-portraits    Using different colours to create colour monsters  Using 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 paintings  Rangoli 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 Beanstalk  Creating our own beanstalks using a variety of resources- twisting and joining pipe cleaners  Making 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) form  Painting square- Piet Mondrain style- exploring what happens when the primary colours leak and turn into secondary colours |
| Key Dates | Mental Health Day - 10th Oct  Grandparents day- 2nd Oct  Black History Month – October | Christmas Jumper day- 9th Dec  Diwali – 24th Oct  Bonfire Night – 5th Nov  World Science Day – 10th Nov  Remembrance Day – 11th Nov  Children in Need - 18th Nov  Road safety week – 14th Nov  Anti-Bullying Week – 14th Nov | Chinese New Year- 22nd Jan  Martin Luther King Day – 17th Jan  Big garden birdwatch – 28h Jan  National Story Telling Week – 30th Jan | St David’s Day- 1st Mar  St Patrick’s Day- 17th Mar  Mother’s Day-19th Mar  Pancake Day- 21st Feb  World Book Day- 2nd Mar  British Science Week- 10th Mar  International Womans Day- 8th Mar  World Poetry Day- 21st Mar | Easter Sunday - 9th April  St George’s Day – 23rd April  VE Day – 8th May | World Oceans Day – 8th June  Healthy Eating Week – 12th June  Father’s Day – 18th June |