

Prime areas of learning

	Area of learning	Autumn 1- Ourselves & our families	Autumn 2- Traditional Tales	Spring 1- Adventures	Spring 2- Mini-beasts/growing	Summer 1- Transport	Summer 2- Animals	Early learning goals (key skills)
	Core books	Handa's surprise Owl babies	The little red hen Goldilocks The gingerbread man	We're going on a bear hunt Whatever next Rosie's walk	The very hungry caterpillar The busy spider The bad tempered ladybird	Mr Gumpy's outing Oil Get off our train Duck in a truck	Brown Bear The Gruffalo Caps for sale	
Communication and language		Continuous learning opportunities- Daily carpet sessions-sharing news, story time, specific literacy carpet sessions (using core books), discussions and questions during self-chosen activities Role play area-Home corner Black History Month- Topic book Handa's Surprise. Country of study Kenya. Listening and attention: Listens to stories with increasing attention Understanding: Responds to simple instructions	Role play area- Restaurant (serving food from around the world) Role play area-Home corner (different sized seating/bowls linked to Goldilocks) Listening and attention: Focus attention. Still listen or do Understanding:Unders tands use of objects	Role play area- Tents, camping. Space-rocket, space station Listening and attention: Is able to follow direction Understanding: Beginning to understand why question	Role play area-Mini-beast explorers (camping equipment & magnifying glasses) Listening and attention: Maintains attention, concentrates and sit quietly during the activity Understanding: Able to follow a story without pictures or props	Role play area- Train/bus Listening and attention: Maintains attention, concentrates and sit quietly during the activity Understanding: Responds to instructions involving a two part sequence	Role play area-Vet surgery Listening and attention: Two channelled in attention Understanding: Listens and responds to ideas by others	Listening -listen attentively in a range of situations (including stories) Give attention to what others say and respond appropriately, while engaged in another activity. Understanding - Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions. Speaking - express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately. Develop their own narratives and explanations by connecting ideas or events.
	Physical Development *in addition to continuous indoor and outdoor provision	M&H-Body management H&SC - Personal hygiene and looking after ourselves Moving and Handling: Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Draws lines and circles	M&H-Dance H&SC - Food tasting- Healthy eating Cooking opportunities linked to core book Moving and Handling: Can catch a large ball. Rolling balls and other objects	M&H- Body management H&SC - safety-considering and managing risks Moving and Handling: Can copy some letters, e.g. letters from their name Experiments in different ways of moving Travelling on different parts of the body	M&H-Dance H&SC - safety-considering and managing risks Moving and Handling: Shows a preference for a dominant hand Shows increasing control over an object in pushing, patting, throwing,	M&H- Body management H&SC - health awareness Moving and Handling: Travels with confidence and skill around, under, over and through balancing and climbing equipment Uses a pencil and holds	M&H-Dance/Sport's day practice H&SC - Practicing appropriate safety measures Moving and Handling: Experiemnts with different ways of moving	Moving & handling - show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Health & self-care - Know the importance for good health of physical exercise. Manage their

		using gross motor movements Running, jumping and galloping			catching or kicking it	it effectively to form recognisable letters, most of which are correctly formed	Jumps off an object and lands appropriately	own basic hygiene and personal needs successfully.
Personal and Social and emotional Development	<p>Continuous learning opportunities-developing independence, talking about & managing feelings, conflict resolution, being aware of boundaries set</p> <p>SEAL-New beginnings</p> <p>Term specific-Home visit, class visit, forming relationships with adults & peers in their new classes. combining am and pm groups routine, staying for lunch and playing in the big playground</p> <p>Making Relationship Skills: Demonstrate friendly behaviour and initiate conversation with peers and familiar adult.</p> <p>Managing Feeling and Behaviour: Aware of own feelings</p> <p>Self-confidence and self-awareness: Welcomes and values praised</p>	<p>SEAL- New beginning Class charter, rules,</p> <p>Term specific-</p> <p>Making Relationship Skills: Initiate conversation</p> <p>Managing Feeling and Behaviour: Know some actions and words hurt other's feelings</p> <p>Self-confidence and self-awareness: Shows confidence in asking adult for help</p>	<p>SEAL- Going for goals</p> <p>Making Relationship Skills: Takes to count what the others say</p> <p>Managing Feeling and Behaviour: Aware of the boundaries set and the behavioural expectation</p> <p>Self-confidence and self-awareness: More outgoing towards unfamiliar people and more confident in new social situation</p>	<p>SEAL-</p> <p>Making Relationship Skills: explain their own knowledge and experiences and asks questions</p> <p>Managing Feeling and Behaviour: Aware of the boundaries set and the behavioural expectation</p> <p>Self-confidence and self-awareness: More outgoing towards unfamiliar people and more confident in new social situation</p>	<p>SEAL- Relationships</p> <p>Making Relationship Skills: Shows sensitivity to others needs and feelings</p> <p>Managing Feeling and Behaviour: Understand their actions effect other people</p> <p>Self-confidence and self-awareness: Confident to speak to others about own needs, interest and opinions</p>	<p>SEAL- Changes</p> <p>Term specific-</p> <p>Preparing for the new school year/new classes. Talking about successes in reception year-what we have learnt</p> <p>Making Relationship Skills: Takes steps to solve the conflict with other children</p> <p>Managing Feeling and Behaviour: Beginning to negotiate and solve problems without aggression</p> <p>Self-confidence and self-awareness: Can describe self in positive terms and talk about abilities</p>	<p>Making relationships- Play co-operatively, taking turns with others. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self-confidence & self-awareness- Confident to try new activities. Confident to speak in a familiar group. Choose the resources they need for their chosen activities.</p> <p>Managing feelings & behaviours- talk about their own and others' behaviour, and its consequences. Work as part of a group or class, and understand and follow the rules.</p>	

Specific areas of learning

<p>Literacy</p> <p>*see half-termly plans for Core book focus</p>	<p>Reading- Enjoy rhyming and rhythmic activities, look at books independently, listen to stories with increasing attention and recall. Writing- Give meaning to marks as they draw and paint.</p> <p>Phase 1 <u>phonic</u> revision and recapping-body percussion, environmental sounds, rhythm & rhyme, alliteration, voice sounds</p> <p>Weekly <u>writing</u> focus activity linked to core book.</p>	<p>Reading- Join in with repeated refrains, Recognise familiar words and signs, holds books correctly and turns pages. Writing- Ascribe meaning to marks, hears and says initial sounds in words.</p> <p>RWI- Grouping and following RWI plans and assessment. Weekly phonics homework</p> <p>Weekly <u>writing</u> focus activity linked to core book.</p>	<p>Reading-Hears and says the initial sound in words, continues a rhyming string Writing-Writes name and other things such as labels and captions. RWI- Grouping and following RWI plans and assessment. Differentiated phonics homework</p> <p>Weekly <u>writing</u> focus activity linked to core book.</p>	<p>Reading- Can segment sounds in simple words and blends them together knowing which letters represent some of them. Writing-Use letters to communicate meaning, representing some sounds correctly. RWI- Grouping and following RWI plans and assessment. Differentiated phonics homework</p> <p>Weekly <u>writing</u> focus activity linked to core book.</p>	<p>Reading- Begin to read words and simple sentences, Writing-Begins to break the flow of speech into words. Attempts to write short sentences. RWI- Grouping and following RWI plans and assessment. Differentiated phonics homework</p> <p>Weekly <u>writing</u> focus activity linked to core book.</p>	<p>Reading- Know that information can be retrieved from books and computers, identify fiction and non-fiction. Writing- Attempts to write short sentences. RWI- Grouping and following RWI plans and assessment. Differentiated phonics homework</p> <p>Weekly <u>writing</u> focus activity linked to core book.</p>	<p>Reading- Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writing-Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others.</p>
<p>Mathematics</p>	<p>N-Recite numbers in order 1-10, Begin to represent numbers using fingers or marks on paper S,S&M- 2D shape recognition, making patterns.</p>	<p>N- Counting using 1-1 correspondence Matching numerals to quantity Ordering numbers to 10 using language of 'more' or fewer' to compare sets, Identifying one more, one less Recognise numbers 1-5 S,S&M-Use positional language</p>	<p>N- Recap number, ordering and missing numbers. Combining two groups to find total number. S,S&M- Height/Length, positional language</p>	<p>N- count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number S,S&M- Recreating patterns 2D & 3D shape recognition and description of shapes.</p>	<p>N- Estimating and checking by counting Problem solving (inc sharing). Counts up to 6 objects. S,S&M-Using everyday language related to money Weight & capacity Using everyday language related to time</p>	<p>N- Recording using marks or pictures Problem solving (inc doubling and halving) S,S&M-order & sequence familiar events</p>	<p>Numbers- count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Add and subtract two single-digit numbers. Solve problems, including doubling, halving and sharing. Space, shape & measure- use everyday language to talk about size, weight, capacity, position, distance, time and money. To compare quantities and objects and to solve problems. Recognise, create and describe patterns.</p>

<p>Understanding the world (ICT-continuous provision of resources in class)</p>	<p>Themselves and their families</p> <p>Celebrations-Eid-ul-Adha</p> <p>People and Communities: Shows interest in the lives of people who are familiar to them</p> <p>ABC Searching</p>	<p>Cultures and traditions</p> <p>Celebrations-Black history month Diwali Christmas</p> <p>People and Communities: Recognises and describes special times or events for family or friends</p> <p>Going Places</p>	<p>Similarities, differences & change (environmental)</p> <p>Chinese new year</p> <p>People and Communities: Remembers and talks about significant events in their own experience</p> <p>Keep it private</p>	<p>Growth, decay and changes over time Plants & animals</p> <p>Celebrations-Easter Mother's day</p> <p>People and Communities: Knows some of the things that make them unique, and can talk about some of the similarities and in relation to friends or family</p> <p>My creative work</p>	<p>Different occupations and ways of life</p> <p>People and Communities: Shows interest in different occupations and ways of live</p>	<p>Taking care of the world and environment</p> <p>Celebrations- Cultural evening, Father's day</p> <p>People and Communities: Enjoys joining in with family customs and routines</p> <p>Sending an email</p>	<p>People and communities- talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others.</p> <p>The world-talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and talk about changes.</p> <p>Technology-recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p>
<p>Expressive art & design</p>	<p>Continual provision for children to access materials and media to represent their own ideas, thoughts and feelings</p> <p>Exploring using media and materials: Build a repertoire of songs and dances. Manipulate materials to achieve a planned effect.</p> <p>Being imaginative: Creates movement in response to music.</p>	<p>Making Diva lamps/ Christmas cards, hats & tree decorations</p> <p>Exploring using media and materials: Explore the different sounds of instruments.</p> <p>Being imaginative: Introduce a storyline or narrative into play.</p>	<p>Making decorations/models linked to cultural evening</p> <p>Exploring using media and materials: Construct with a purpose in mind using a variety of resources.</p> <p>Being imaginative: Play alongside children engaged in the same theme.</p>	<p>Making Mother's day cards Making Easter cards and decorations</p> <p>Exploring using media and materials: Use simple tools and techniques competently and appropriately.</p> <p>Being imaginative: Choose colours to use for a particular purpose.</p>	<p>Exploring using media and materials: Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being imaginative: Create simple representations of events, people and objects.</p>	<p>Making Father's day cards</p> <p>Exploring using media and materials: Select appropriate resources and adapt work where necessary.</p> <p>Being imaginative: Play cooperatively as part of a group to develop and act out a narrative.</p>	<p>Exploring and using materials and media-sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques.</p> <p>Being imaginative-use what they have learnt about media and materials in original ways. Represent their own ideas, thoughts and feelings through design and technology, art, music,dance, role play and stories.</p>

