

### Physical Development

- Exploring what happens to our bodies during exercise and how we feel afterwards. How to be healthy. Routines for hand washing etc
- Developing an awareness of space and of self in large scale movements.
- Taking part in ring, group and playground games.
- Gaining control over fastenings when getting dressed and undressed for P.E. sessions
- Developing the pencil grip and gaining control with mark making implements.
- Using and holding scissors correctly.
- Project- making owl nests, design and make a rocket
- Christmas card making and decoration construction.
- Outdoor area sessions exploring Autumn, Senses, Owl nests, tree faces

### Personal, Social & Emotional Development

- Getting to know you. Forming good relationships with peers and adults in school.
- Working as part of a group, sharing and taking turns.
- Learning the rules and routines of school. Becoming familiar with the areas of the classroom and resources.
- Developing independence in managing personal hygiene and dressing
- SEAL – New beginnings, Getting on and Falling out
- Knowing about ourselves – having an awareness of what we can do. Comparing the views and beliefs of our families.



### Autumn Term

#### All About Me, Colours, Night and Day, Celebrations

### Phonics

- Phase 1 –  
Phase 2-

### Communication and Language

- Listening to stories and rhymes linked to the theme.
- Making up jingles with the initial sounds of names
- Describing ourselves, things that happen at night or in the day extending vocabulary and exploring the meanings of new words.
- Being aware of voice and instrumental sounds
- Retelling familiar stories in the correct sequence.
- Asking questions to find out about one another and their new school

### Maths

- Using number names in order and in familiar contexts up to 10.
- Counting reliably up to 10 objects
- Finding 1 more or 1 less than a given number up to 10.
- Solving problems with numbers to 10, using language involved in addition and subtraction.
- Using simple mathematical language to describe 2D shapes and make pictures and patterns.
- Using simple mathematical language to describe size. Compare the size and length of 2 or more objects.
- Sequencing the days of the week through song, identifying and ordering key features of the day and night.
- Using simple charts to compare the numbers of boys/girls, eye colour and other surveys related to ourselves and family.

### Characteristics of effective learning

#### *Playing and exploring-*

Making comparison's between ourselves, spotting patterns, Finding out and answering questions about different times of day. Taking risks at school.

#### *Active learning-*

Are they focused in their activities? Do they persevere when finding the answers to different questions of solving a problem?

#### *Creative and critical thinking-*

Can they think of their own ideas or help to develop an idea? Can they solve problems when learning about shape and themselves? Can they spot patterns and make links between experiences?

### Literacy

- Recognising and writing our own names and other words.
- Learning each letter sound and how they can be used to build words in reading and writing.
- Writing lists, labels and recounts of events.
- Making books eg. Class baby book, an Alphabet book, Information books

### Expressive Arts and Design

- Developing drawing skills through self portrait (Van Gogh), our families, chalk and straw drawings of skeletons.
- Exploring and experimenting with effects created when mixing paint colours or using different sized brushes.
- Using variety of media in collage.
- Taking on different roles and developing imagination in the role play, puppet and mask making.
- Making funny faces biscuits, baby food and space food.
- Learning new Action rhymes and songs.
- Exploring the sounds of different percussion instruments .and how they can be used to accompany songs, stories and rhymes.
- Taking part in the Pre-Prep nativity.

### Events / Festivals

- Harvest festival - Diwali
- Learn to sign week
- Ramadan & Eid – Fireworks
- Christmas

### Some stimuli eg. story books/ rhymes

Babies Can, Titch, Once There Were Giants, Blue Balloon, Elmer, Funnybones, Owl Babies, The Moon, Whatever Next, Alien's Love Underpants, Laura's Star, Christmas

### Role play

Baby clinic, café, Woodland, the moon, winter wonderland / igloo

### Understanding of the World

- Ourselves – looking at our reflections, compile a class baby album; construct a now and then timeline using pictures of ourselves; washing, hygiene routines, learning the names of parts of our bodies; investigating how we are different to our friends and people in our family; making comparisons to other people's families; finding out about bones, bodies and our 5 senses; investigating if we eat healthily.
- Colours- explore the world around us looking at different colours.
- Light, dark and the moon. Looking at the differences between day and night. Finding out about space and the moon.
- Investigating the different forms of technology at school and at home. developing skills in using a computer mouse, logging on and selecting from a simple drawing or simulation program.
- Begin to learn about different festivals and celebrations in England and other countries, eg. Harvest festival, firework night, Remembrance day, Divali and Christmas.
- Regular cooking experiences- baby food, preparing a healthy snack, cookies, Diwali treats

### Personal, Social & Emotional Development

- Creating personal targets, reflect on what they can do already.
- Finding out about the story and celebrations involved in Chinese New Year, St Valentine's day and Easter.
- Thinking about the feelings of others.
- Explore people who help us.
- Animals have feelings too. Learn about how to care for animals with the help of a visit from a VET and a variety of pets.
- SEAL- Going for Goals, Good to be me, Relationships

### Communication and Language

- Use of role play, hot seating and freeze frames to explore stories.
- Describing the ideal pet, comparing different animals and making choices.
- Work revolving around nursery rhymes eg. Creating a rhyming wall for Humpty Dumpty, making own Giants Stew.
- Asking questions about different pets
- Give instructions about how to care for pets and how to find different locations around the school

### Phonics

Complete phase 2, teach phase 3.

### Literacy

- Reading texts related to a topic, including non-fiction.
- Begin to understand the elements of familiar stories, looking at character, setting and sequence.
- Writing instructions eg. How to look after a pet.
- Sequencing events and writing captions to accompany pictures.

### Understanding of the World

- Exploring pet animals – which animals make good pets? How do you look after a pet? How vets help animals.
- First-hand experience of animals through visiting pets. What do they eat? Where do they live? What do they look like?
- Explore people who help us. How do they help us?
- China and the New Year– using a globe and maps to locate China, using the internet to search for information about China and the people who live there.
- Exploring farms and farming in England. Find out about the different types of farming and where our food comes from. Investigate how it has developed over time – compare old farming techniques to machinery today. Growing plants that we eat.
- Controlling direction and movement with Programmable toys. Using programs to create charts, pictures and sentences on screen.
- Learning about the festivities of Easter and the meaning behind this celebration.
- Regular cooking experiences- Chinese food, apple pie, making own recipes

### Physical Development

- Making animal boxes to go to the vet.
- Working together to make a junk model dragon to use in a dragon dance.
- Move with confidence and control, mimicking movements of different pets and Chinese dragons.
- Show control over use of tools when making Chinese lanterns and dragons.
- Learn and take part in a range of playground games.
- Outdoor area sessions- bird cakes, camouflage capes, making chocolate nests,

### Characteristics of effective learning

#### Playing and exploring-

Learning about pets- their needs and habits. Take on a role and act out people who help us/ Superheroes. Show an interest in different celebrations and cultures. Pretend with farm animals and story characters.

#### Active learning-

do they use a range of information sources to find out about pets? Do they try different approaches to more challenging tasks?

#### Creative and critical thinking-

designing box for a cat, investigating how to protect Humpty when he falls off the wall, can they suggest ways to test and improve their ideas?

## Spring Term

*Pets, People who help us,  
CNY, Farm animals in  
Traditional tales, Easter*



**Events** Chinese New Year, Mother's Day, Valentine's day, World Book Day, Easter.

### Expressive Arts and Design

- Experimenting with marks, creating Chinese calligraphy and landscape art. Movement, dragon dance and Music Express activities.
- Working in large scale to create a junk model dragon, looking at shape, size and colour.
- Early skills in developing observational drawings using toy pets as a model.
- Exploring ways of creating animal prints, using a variety of media.
- Developing 3D models in clay.
- Using the artists

### Maths

- Estimating and counting with numbers to 20.
- Solving addition and subtraction problems to 10.
- Becoming familiar with the notation of money, making totals and finding change in the Chinese Restaurant.
- Sorting and classifying 2D and 3D shape.
- Using vocabulary involved in determining position and direction. Find the hidden animal.
- Exploring time, the turn of a new year, telling the time to o'clock and half past.
- Creating charts to identify and measure patterns in weather.
- Measuring and comparing the capacity of different containers.
- Counting in 2's.

### Stimulus eg. story books

Non-fiction pet books,  
The Great Pet Sale,  
The pet show, Six  
Dinner Sid, Hairy  
Maclary stories, Non-  
Fiction People who  
help us books,  
Superhero stories

CNY story,  
Enormous turnip,  
The Giants Stew,  
Old Woman Who  
Swallowed a Fly,  
3 Billy Goats,  
Humpty Dumpty,  
Little Red Hen

- **Role play:** VET, Chinese Restaurant, Fruit and Veg Shop.

## Communication and Language

- Learning and adapting rhymes and songs eg. There was a princess long ago
- Use vocabulary appropriately when talking about events long ago
- Ask questions to find out more about their past.
- Give explanations about different insects, their habitat and food

## Literacy

- Descriptive writing e.g. building of a castle, minibeast madness.
- Tracking non fiction texts to answer questions
- Creating story maps of familiar and traditional tales, sequencing the narrative in the correct order.
- Developing the use of punctuation in reading and writing, using full stops and capital letters.
- Ordering simple sentence to sequence a story.
- Writing a story e.g. about a person who lives in a castle.
- Writing reports about castles and recounts of trips

## Expressive Arts and Design

- Developing sketches of different types of insects
- Using the work of Matisse 'The snail' to create minibeast pictures in a similar style.
- Working as a large group to create a castle Mural
- Making a coat of arms
- Creating a fairytale painting
- Royal portraits
- Learning new songs about creating their own.
- Taking part in an end of year assembly.

## Maths

- Ordering and sequencing numbers to 20 and beyond, counting forwards and backwards.
- Making estimation and predictions with numbers to 20 and beyond.
- Counting forwards and backwards in 2s and 10s
- Reading a simple timetable with o'clock and half past times, using it solve problems related to travel.
- Recognising and using coins to £1, paying money for travel.
- Using the language involved in measuring the weight, length
- Sorting and classifying minibeasts and characters.
- Identifying and creating symmetrical patterns in shields.
- They solve problems, including doubling, halving and sharing
- Making a 3D castle

## Characteristics of effective learning

### Playing and exploring-

Exploring variety of insects and how they are classified- looking at differences. Finding out about Windsor Castle

### Active learning-

Can they challenge themselves and strive to improve things?

### Creative and critical thinking-

Giving ideas about how castles have developed, designing their own castles and considering important features, planning a banquet and evaluating its success.

## Summer Term

## Minibeasts, Castles



## Phonics

Recap all phase 3  
Teach Phase 4

## Events

St George's day Fathers Day, Windsor Castle  
Royal Ascot Sports day

## Stimulus eg. story books

Non-fiction texts on minibeasts  
Minibeast Encyclopaedia  
Hungry Caterpillar, Bad Tempered Ladybird  
The Very Busy Spider  
Snail Trail, What the Ladybird Heard,  
Minibeast Poems,  
The Grand Old Duke, Non-Fiction Kings and Queens  
Knights and castles  
The Frog Prince

- **Role play:** minibeast lab, Castle/  
Fairytale castle,

## Personal, Social & Emotional Development

- Learning about the rules for road safety, crossing the road, travelling in a vehicle safely on school trips.
- Visit to Windsor Castle. Staying safe out of school.
- Finding out about the Royal family and the procession to Ascot.
- St George's day, who is St George?
- SEAL- Relationships, Changes

## Physical Development

- Design and make minibeasts using a range of materials.
- Assembling and modifying junk model creatures and castles. Create a track for Beebots to follow.
- Looking at the movement arrows and cannon balls make
- Developing early skills in sewing – creating simple patterns and shapes.
- Pre Prep Sports day. Keeping active and healthy.
- Outdoor area sessions- minibeast hunts, spiders webs, clay kingdom, willow crowns, making castles and forts, use natural materials in story telling.

## Understanding of the World

- Exploring different places we have visited.
- Using texts and the internet alongside personal experience to find out about places we have visited and minibeasts.
- Learning about the lives and work of Royalty.
- Comparing similarities and differences.
- Using Beebots to plan journeys on a map.
- Exploring and making maps
- Places around us, buildings, houses and homes maps and plans  
Looking at and creating a simple plan of the school grounds. Learning about the habitats of a variety of minibeasts. Going on a minibeast hunt around the grounds.
- Castles – visit Windsor Castle. Find out how it has changed over time, compare its use and design to other medieval castles.
- Regular cooking- butterfly cakes, stained glass window biscuits, castle feast