

	Term 1		Term 2		Term 3	
	Who am I?	Where the minibeasts live?	Our superheroes	Deep down under	Down on the farm	My favourite foods
Themes	Who am I? Feelings My family Friendships	Exploring minibeast Naming various minibeast Looking at habitats	What superheroes help us? People who help us	Under the sea	Farm animals	Food tasting What do you like to eat?
Key Texts	What makes me? - Ben Faulks The colour monster - Anna Llenas Only one you - Linda Kranz Who is in my family? - Robie H. Harris	Snail trail - Ruth Brown Super worm - Julia Donaldson What the ladybird heard - Julia Donaldson The very hungry caterpillar - Eric Carle	Supertato - Sue Hendra Real superheros - Julia Seal There's a superhero in your book - Tom Fletcher Superheroes don't get scared - Kate Thompson The three little superpigs - Claire Evans	The snail and the whale - Julia Donaldson Tiddler - Julia Donaldson Douglas deep sea diary - Simon Bartram Commotion in the ocean - Giles Andreae	On the farm - Axel Schaffer Rosie's walk - Pat Hutchins Farmer duck - Martin Waddell Farmyard Hullabaloo - Giles Andreae	Daisy, eat your peas - Nick Sharratt Oliver's fruit salad - Vivion French Handas surprise - Eileen Browne Mr Wolf's pancakes - Jan Fearnley
PSED	<ul style="list-style-type: none"> - Talk about feelings. - Develop friendships with children. - Express a range of emotions. - Exploring new areas with key person (forest school). - Notice and ask questions about differences. 	<ul style="list-style-type: none"> - Take turns and resist grabbing or pushing in. - Encourage children to put on their own coats and do their zips. - Encourage toileting. 	<ul style="list-style-type: none"> - Begin to understand how others are feeling. - Talk about feelings using appropriate language. - Grow in independence and thrive as they develop self-assurance. 	<ul style="list-style-type: none"> - Increasingly follow rules independently. - Develop a sense of responsibility. - Build confidence in social situations. - Play together and resolve conflicts. 	<ul style="list-style-type: none"> - Find own solutions to conflicts. - More outgoing in social situations. - Toileting unaided. 	<ul style="list-style-type: none"> - Showing increasing control when taking turns. - Make healthy food and drink choices.
CL	<ul style="list-style-type: none"> - Listen to others talk with interest. - Start to say how they are feeling. - Identify familiar objects (pictures from home). 	<ul style="list-style-type: none"> - Listen to simple stories using pictures to aid understanding. - Listens to songs and rhymes and responds by joining in. 	<ul style="list-style-type: none"> - Understand simple who, what and where questions. - Start to develop conversational skills. 	<ul style="list-style-type: none"> - Understands and acts on simple instructions. 	<ul style="list-style-type: none"> - Start to develop longer sentences to express a point of view. - Start to use connectives 'and, because'. 	<ul style="list-style-type: none"> - Enjoys longer stories and knows what happens. - Use a wider vocab (descriptive words).

<p>PD</p>	<p style="text-align: center;"><u>Gross Motor</u></p> <p style="text-align: center;">Demonstrate balance, strength and co-ordination and begin to negotiate space effectively. Begin to move in a variety of ways including running, jumping, dancing, hopping, skipping and climbing.</p>
	<p style="text-align: center;"><u>Fine Motor</u></p> <p style="text-align: center;">Use a variety of small tools such as scissors, pipettes to support fine motor skills during funky fingers activities. Begin to hold a pencil in the correct way and show increasing control with a dominant hand and comfortable grip.</p>
<p>Literacy</p>	<p style="text-align: center;"><u>Story Retelling, Recall, Prediction and Vocabulary</u></p> <p style="text-align: center;">Recognise own name, familiar pictures and logos show to them.</p> <p style="text-align: center;">Enjoy listening to stories and will pay attention and respond by asking questions and will begin to repeat familiar words from favourite books. Will increase vocabulary based on the story and will extend conversations based around stories. Will enjoy familiar songs and rhymes and will join in by saying some words or singing along. Will respond to pictures and words that are familiar to them and will begin to ask questions, make comments and share ideas. Listen to others talk with increasing interest.</p>
	<p style="text-align: center;"><u>Phonics</u></p> <p style="text-align: center;">Begin phase 1 phonics based around listening skills.</p> <p style="text-align: center;">Will explore environmental sounds, instrumental sounds, nursery rhymes and familiar animal sound to encourage the childrens language. Further from these skills the children will be encouraged to explore the initial sounds of their name and other simple words before exploring rhyming words.</p>
	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Enjoys drawing freely and will talk about the marks in which they make, encouraging name writing skills. Will use small motor skills to handle tools to develop manipulation and control. Using one handed tools comfortable to encourage pencil ccontrol using their dominant hand to enhance name writing skills.</p>

<p>Maths</p>	<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - Compare sizes, weights etc. using language such as big, tall and heavy. 	<ul style="list-style-type: none"> - Complete inset jigsaws. - Notice patterns and arrange things in patterns. - Recite numbers past 5. 	<ul style="list-style-type: none"> - Count in everyday contexts (i.e., steps) and say one number for each item. - Extend and create patterns and notice errors. 	<ul style="list-style-type: none"> - Link numerals and amounts to 5 use fingers to help. - Talk about 2D and 3D shapes using mathematical language. - Select shapes appropriately for building. 	<ul style="list-style-type: none"> - Fast recognition of up to 3 objects (beginning to subitise). - Make comparisons relating to size, weight, length and capacity and use language like more, less, fewer and same. - Understand positional language (under, over, on top). 	<ul style="list-style-type: none"> - Solve real life math problems with numbers up to 5. - Experiment with symbols and marks as well as numerals (+, -, =).
<p>Understanding the World</p>	<ul style="list-style-type: none"> - Make connections between the features of their family and other families. <p>Discuss how they have changed since a baby</p> <ul style="list-style-type: none"> - Notices differences and similarities between people. 	<ul style="list-style-type: none"> - Explore materials with different properties and explore natural materials both indoors and out. - Begin to make sense of their own family history. <p>Talk about special times and celebrations</p> <p>Exploring outdoors</p> <p>searching for minibeasts</p> <ul style="list-style-type: none"> - outdoor area 	<ul style="list-style-type: none"> - Shows interest in different occupations. - Continue to develop positive attitudes about the differences of people. <p>How I have grown since a baby - what can I do now?</p> <p>Look at baby photos of pupils and adults</p>	<ul style="list-style-type: none"> - Knows that there are different countries in the worlds and talk about differences they have experienced or seen in photos. <p>Talk about the sea and how it surrounds our island of UK</p>	<ul style="list-style-type: none"> - Plant seeds and care for growing plants. - Begin to understand the need to respect and care for the natural environment and living things. - Talk about what they see using wider vocabulary including before, now, next <p>Talk about the journey in Rosie's walk around the farmyard</p>	<ul style="list-style-type: none"> - Use all senses on hands on exploration. - Talk about differences between materials with similar/different properties. <p>Make pancakes - observe changes that occur</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> - Explore materials freely using all their senses to investigate them. - Enjoy taking part in action songs like the wheels on the bus and will join in. 	<ul style="list-style-type: none"> - Make simple models (house for bugs). <p>Make 3D bugs - spiders</p> <p>Explore painting with a range of brushes</p> <ul style="list-style-type: none"> - Make rhythmical and repetitive sounds. 	<ul style="list-style-type: none"> -Develop and extend imaginative play by pretending some objects are others (cars made from boxes). -Explore mark making - drawing various still life objects <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<ul style="list-style-type: none"> - Explore colour mixing. Primary colours - what can we make - Join materials together (i.e., flour and water). <p>Use drawing to represent ideas like movement or loud noises – under the sea music/whale calls etc</p>	<ul style="list-style-type: none"> - Start to develop complex stories through role play and small world. - Remembers and sings entire songs. -Explore dipping animals in paint - making footprints on paper 	<ul style="list-style-type: none"> - Plays instruments with increasing control to express feelings and ideas. <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>

	Nursery Rhymes/songs Wind the bobbin up Twinkle twinkle little star	Nursery rhymes Incy Wincy Spider Five Little Speckled Frogs	Nursery rhymes/songs If your happy and you know it	Nursery rhymes/songs Row row row your boat The Wheels on the bus	Nursery rhymes/songs Baa baa black sheep Little Bo Peep Farmers in his den	Nursery rhymes/songs Humpty Dumpty
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