Main Theme/ Role Play Autumn 1	PSED Ongoing PSED – respond as appropriate.	Communication and Language (Comprehension to be included DM)	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
All about me (Settling in)	Key Vocabulary	Key Vocabulary 'big', 'furry' and 'stripy' adjectives	Key Vocabulary	Key Vocabulary Cover, page, author, illustrator	Key Vocabulary Lots, more, same, bigger, little, smaller, high, low, tall, heavy, sides, corners, straight, flat, round	Key Vocabulary	Key Vocabulary	
Role play-home corner / Enhance:	Key Questions? What makes a good friend? How do we know someone is sad? What can we do to help?	Key Questions? What do you like? What do you dislike? What makes me a me? How would they behave? Where does the Kola live?	Key Questions?	Key Questions?	Key Questions? How do I get to school?	Key Questions? What is the same about my family? What is different about my family? What makes a family?	Key Questions?	
	With support:  Introduce nursery rules and routines find ways of managing transitions.  Aprons when painting/messy tray and water.  Develop positive friendships with other children and adults.  Encourage sharing and turn taking.  Model pretend play.  Talk about our feelings. How do we know someone is sad? What can we do to help?	Wellcomm assessments.  Listen to simple stories and understand what is happening with help of pictures.  The Colour Monster The Tiger who came to tea Incredible you What makes me a me? The Kola who could  Getting to know the names of our friends.  At carpet time the children follow rules of good sitting, good looking and good listening (introduce listening bear).  Read the story 'The Tiger who came for tea'. Imagine if a different animal came to tea. How would they behave?	Gross-motor Outdoor resources, for example: Climbing frame, trikes, stepping stones and balls. Paint brushes/water and large chalks for markmaking. Sand tray/water tray  Fine-motor Finger gym  Variety of pencils and mark-making tools available to encourage development of a comfortable grip.  Play-dough – make a home for Kola Kevin to live in. Play-dough – make food for the tiger.	Phase one phonics  Show children names on pegs.  Naming different parts of a book.  Enjoy sharing a variety of books with an adult, group and individually during continuous provision.  Develop play around favourite stories using props e.g., puppets. The Tiger who came to tea. Encourage children to repeat words and phrases from familiar stories.  Join in with songs and rhymes, copying sounds, rhythms, tune and tempo.	Weekly number tray/number blocks video  Count in everyday contexts e.g., snack and play.  Number songs: Five little speckled frogs. Five little ducks. Ten green bottles. Ten little monkeys jumping on the bed.  Show 'finger numbers' up to 5.  Develop fast recognition of up to 3 objects.  Model counting numbers past 5.	Make connections between the features of their family and other families.  What is the same about my family? What is different about my family? What makes a family?  Notice differences between people – hair colour/eye colour  Mud kitchen (outdoors continuous provision)  Role-play – home corner.  Talk about what they see on their way to school using a wide vocabulary.  Begin to make sense of their own life-story and	Draw themselves.  Drawing, painting, cutting, printing, pastels, continuous provision.  Work to be displayed in the gallery.  Start to make marks intentionally.  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Take part in simple pretend play, using an object to represent	

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Select and use		Scissor skills (various		Model saying one	family's history – baby	something else	
activities and	Read the story 'The Kola	scissors)	Notice some print, such	number for each item	photos.	even though they	
resources, with help	who could'.		as the first letter of their	in order 1,2,3,4,5.		are not similar.	
when needed.	Where does the Kola live?	Snack time – scooping	name, a bus, or door		Look at homes in other		
		cereal, pouring milk and	number, or a familiar	Model to children that	parts of the world.	Begin to develop	
Encourage children to	Understand a question or	eating with spoon.	logo.	the last number		stories using small	
play cooperatively and	instruction that has two			reached when		world equipment	
find solutions to	parts.	Encourage children to	Enjoy drawing freely.	counting a small set of		like animal sets,	
conflicts.		put on their own coat.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	objects tells you how		dolls and doll	
		put on their outri cout.	Draw themselves.	many there are in		houses.	
Circle time to get to			Large brushes and	total.		nouses.	
know each other.			water/chalks outside.	total.		Join in with songs	
know each other.			water/charks outside.	Callananalananlah		_	
F			Mall to a second	Solve real world		and rhymes	
Encourage children to			Walking maps.	mathematical		making some	
manage toileting and				problems with		sounds.	
washing of hands.			Encourage children to	numbers up to 5.			
Introduce children to			add some marks to their			Explore a range of	
healthy snacks.			drawings e.g., to stand	Puzzles/ block play		sound-makers	
			for name.			and instruments.	
What is a healthy				Weekly shape/colour			
snack?			Write some or all of	tray		Mud kitchen	
			their name.			(outdoors	
				Explore 2D and 3D		continuous	
				shapes.		provision)	
						p. 61.5.6,	
				Understand position		Role-play – home	
				through words alone.		corner (to be	
				tillough words alone.		enhanced in	
				Describe a familiar			
						response to	
				route – how do I get		children's	
				to school?		interest).	
				Make comparisons			
				between objects			
				relating to <b>size</b> .			

Autumn 2	PSED Ongoing PSED – respond	Communication and	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and	Visits/ Events
Main Theme/ Role Play	as appropriate.	Language (Comprehension to be included DM)				world	Design	Events
Why do leaves go crunchy?	Key Vocabulary Sharing, taking turns	Key Vocabulary Autumn, Leaves, Trees, Hibernate, Harvest, Halloween, Diwali, Christmas, Winer, Season	Key Vocabulary Pinch, roll, squeeze, fast, slow	Key Vocabulary Cover, page, author, illustrator	Key Vocabulary Above, Below, On, Lots, Patterns, Circle, Square, Rectangle, Triangle.	<b>Key Vocabulary</b> See, Smell, Taste, Touch, Hear	Key Vocabulary	
•	Key Questions? Why is it important to share?	Key Questions? Can you remember what happened in the story?	Key Questions?	Key Questions?	Key Questions? What shape is it?	Key Questions?	Key Questions?	
Role play- home corner / Enhance	What are our class rules? Why is it important to follow rules?	Why do leaves change colour?						
	Why do you feel (happy, angry and sad etc)?							
	Continue to	Listen to a range of simple	Become more	Phase one phonics	Weekly number	Mud kitchen (outdoors	Drawing, painting,	Bonfire Night
	implement nursery rules and routines find ways of managing	stories and understand what is happening with help of pictures.	large and small motor skills e.g., manage	Join in with songs and rhymes, copying sounds,	tray/number blocks video	continuous provision)  Role-play – home corner.	cutting, printing, pastels, continuous	Diwali Christmas Anti-Bullying
	transitions.	Owl Babies	buttons, zips and pouring drinks.	rhythms, tune and tempo.	Count in everyday contexts e.g., snack	Explore natural materials	provision.  Work to be	Week Children in
	Encourage children to use the toilet with	Elmer Leaf Man	Use one-handed tools	Notice print, such as a	and play.	indoors and outdoors.	displayed in the gallery.	Need Remembrance
	help, and independently.	Little Acorn The Gruffalo Why do leaves change	and equipment.  Finger-gym.	first letter of their name, a bus, or door number, or a familiar logo.	Number songs: One, two buckle my shoe	Explore materials with different properties.	Continue to make marks.	Day
	Model how to play with other children.	colour?  Understand a question or instruction that has two	Adult-directed focus – children to chop veg with plastic knife.	Repeat words and phrases from familiar stories.	Five little me in a flying saucer. Ten fat sausages Ants go marching	Talk about what they see, using a wide range of vocabulary.	Move and dance to music.	
	Continue to make positive friendships with other children	parts.  At carpet time the children	Playdough – use different finger	Write some letters accurately.	One elephant went out to play.	Nature walks. Walk to the park.	Encourage children to take part in action	
	and adults.	follow rules of good sitting, good looking and	movements to manipulate playdough,	Write some or all of	Continue to develop fast recognition of up	Use all of their senses in hands-on exploration.	songs.	
	Talk about how they are feeling more	good listening (use listening bear).	e.g., pinch, roll, squeeze.  Pencil control activities.	their name.  Small world set up to	to 3 objects.  Count numbers past 5.	Continue developing positive attitudes about	Model how to use their imagination when using	
	elaboratively. Can	Know many rhymes: Miss Polly had a Dolly		encourage children to retell the story.		the differences between people.	different materials.	

children recognise different emotions?  Mirrors in provision to encourage children to look at their faces.  Select and use a range of activities and resources, with help when needed.  Continue to encourage children to play cooperatively and find solutions to conflicts.  Circle time to focus on sharing.  Introduce self-registration.	Sleeping Bunnies Five little speckled frogs Hey Diddle, Diddle  Encourage children to choose in the reading corner.  Have books in the outdoor environment.  Listening games.  Storytelling chair – retell the story.  Encourage children to listen carefully to stories and join in with repeated phrases.	Variety of pencils and mark-making tools available to continue to develop a comfortable grip.  Gross-motor Outdoor resources, for example: Climbing frame, trikes, stepping stones and balls. Paint brushes/water and large chalks for mark-making. Sand tray/water tray Encourage children to move and dance to music. Encourage children to experiment with different ways of moving. E.g., Wobble along the branch.	Have woodland themed stories in to reading corner.  Shared writing – Model writing an invitation for Elmer's day celebration.  Stick puppets to encourage children to retell story.  Use words found in stories to think of describing words for different things e.g., crunchy leaves, red leaves, white snow etc.	Make comparisons between objects relating to size.  Notice patterns and arrange things in patterns.  Puzzles/ block play Introduce shape names.  Colour matching.  Prepositions — understand prepositions e.g., above, below, on.	Look carefully at the similarities and differences between different types of owls and other animals.  Encourage children to think about the different animals that live in the woods and the type of home that suits them.	Explore colour and colour mixing.  Listen with increased attention to sounds.  Create closed shapes with continuous lines, and being to use these to represent objects. Explore a range of sound-makers and instruments.  Mud kitchen (outdoors continuous provision)  Role-play – home corner (to be enhanced in response to children's interest).	

Spring 1	PSED Ongoing PSED – respond as appropriate.	Communication and Language (Comprehension to be included DM)	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
Main Theme/	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
Role Play	Happy, Sad, Angry,	Cold, hot, ice, freeze,	Catch, Kick, Throw	Phonics, name, sound,	Same, different,	Cold, hot, ice, freeze,	Fold, stick, glue,	
Note Flay	Worried, share, take	rainy, rain, water, full,	eacon, mon, mon	rhyme, fast, slow, loud,	pattern, match, count,	rainy, rain, water, full,	bend,	
	turns, wait, stop	pour, drip, wind, windy,		quiet,	pattern, materi, count,	pour, drip, wind, windy,	watercolour, mix,	
Whatever the	tarris, wait, stop	blow, gale, howl (also		quiet,		blow, gale, howl	fast, slow, cut,	
weather!		vocabulary linked to				blow, gale, nowi	snip	
Weather.		books)					SHIP	
Role play-	Key Questions?	Key Questions?	Key Questions?	Key Questions?	Key Questions?	Key Questions?	Key Questions?	
	What makes a kind	Wat happens next? Why?	What can I use to help	next? Now? What?	What do you see?	What do you see? Why do	How can we make	
home corner	friend?	Who? When?	me?	Where? Why?	How many? More?	birds need us to make	that zig zag?	
/ Enhance	How do you feel				Fewer?	feeders? How?		
	today?							
	Continue to	Listen to and become	Putting on winter	Phase one phonics	Sock pairs – matching	Winter Walk – looking for	Chinese New Year	Chinese New
	encourage children to	familiar with a range of	clothes – dressing	Aspects 1, 2, 4 revisit	pairs of the same.	birds, squirrels, trees.	<ul> <li>attempt making</li> </ul>	Year
	use the toilet	books throughout the	ourselves	throughout sessions.			Chinese symbols	
	independently. Use	term. Chatting about what	Coats, hats, gloves	Focus on rhyme and	Using the washing	Bird identification chart –	using	Valentine's Day
	the sequencing	has happened, what can	Have these within the	syllables in	line, roll a dice and	talk about and describe	paintbrushes and	
	posters for those	they see? What might	setting for role play to	words/compound words	then peg that many	the birds on your poster	black paint on red	
	children that need it.	happen next. Using	encourage	orally.	items on the line. Who	ready to recognise if you	or white paper.	
		illustrations as	independence with		has the most?	see any in your garden.		
	Talk about their	help/support.	these items of clothing.	Encourage story telling		see any in your garden.	Use different sizes	
	feelings using words			through puppets,	Count objects from		of paper to	
	like 'happy', 'sad',	Jack Frost	FINE MOTOR-	storybooks, toys and	Winter Walk –	Have clip boards with	explore the	
	'angry' and 'worried'.	The Bear who Dares	Pouring from a jug –	small world.	knowing number is	common garden birds for	symbols and	
	Use stories,	The wind blew	using large and small	Jack Frost	constant. Constant	the children to use to	shapes. Long	
	photographs and	Shark in the Park on a	jugs and containers to	The Bear who Dares	number/subitising –	count how many they see.	pieces of	
	puppets to support	windy Day	develop skills and	The wind blew	encourage children to		wallpaper and	
	recognition of these	Rain Sam Usher	control to pour.	Shark in the Park on a	try not counting	Make a hide out in our	small a5 pieces.	
	feelings. Relate to the	Hello Rain Caroline Jayne		windy Day	objects each time up	nursery garden to 'quietly'		
	Colour Monster story	Ivy & the lonely cloud	Spooning objects using a	Rain Sam Usher	to 3. What can you	bird watch and identify	Make folds (zig	
	and how he was	Kate Harnett	variety of materials such	Hello Rain Caroline	see?	any we see.	zag) in paper to	
	feeling.		as: cloud dough, rice,	Jayne		,	create fans and	
	recinig.	Children to re-tell the	pasta, sand, water also	Ivy & the lonely cloud	Encourage counting		dragon	
		stories through role play,	different sizes of spoons.	Kate Harnett	fruit, spoons, cups at	Talk about animals	decorations.	
	Introduce a morning	puppets and small world	Also encourage this	Repeat words and	snack time. How many	hibernating in Winter	Different sizes to	
	choice of how they are	toys within their CI and	during snack time by	phrases from familiar	do we need? How	because it is so cold.	support ability	
	feeling each day	with adults modelling.	having cereal and	stories.	many have we got?	Nocturnal animals Ask	and skill for	
	happy, sad, angry,	Provide opportunities to	scooping own cereal		How many more do	Mr Ellinson if he could set	folding.	
	tired	use the book and images	from a box/container	Message Centre -	we need? Have we got	up his night camera to see		
				Secret/magic symbols	enough? Too many?			

Continuous and Enhanced Provision is supported daily with activities which encourage Characteristics of Effective Learning, consolidation/revisiting of key skills, knowledge and understanding

Encourage children to	from the book to support	and then feeding self	encourage to attempt	Not enough? Setting	if any wildlife is recorded	Snowflakes –	
be increasingly	this.	with a spoon.	the different symbols	places for their	when we have gone home.	cutting and	
independent in	Encourage children to join		displayed and modelled	friends. Encourage		snipping	
meeting their own	in with repeated phrases	Playdough – help to	by adult.	saying one number for	5. 16 1		
needs e.g., hand	within these books.	make own play dough.	,	each item in order to	Bird feeders – cheerio's	Make a	
washing and drying.		Use to roll, squeeze, pull	Find own name each	5+	threaded into string,	marshmallow	
Encourage and model	Bird identification chart –	apart and experiment	morning for self-		sunflower seeds pushed	Snowman – 3	
correct sequence for	talk about and describe	with to increase finger	registration. As they	Number songs:	into apples and put onto a	marshmallows,	
washing hands.	the birds on your poster	muscles and control	become confident with	5 little snowmen	stick, fat balls.	sweets for eyes	
	ready to recognise if you	over movements.	recognising attempt to	Five little apples		and buttons,	
Washing up in a small	see any in your garden.	(Adults note if child has	write name.	One man went to		chocolate fingers	
bowl – paint pots etc	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	preference for dominant		mow		or matchstick	
, , , , , , , , , , , , , , , , , , ,	Winter Walk – what can	hand.)	Encourage to attempt	Ten in the bed	Ice melting –	chocolates for	
Continue to take	you see? hear? smell?	,	name to label things	One banana, two	freezing/melting use water	arms	
initiative when tidying	Winter picture – describe	Pegging items on a	that they create around	banana	tray freeze objects how		
up with help of a	what you see? What will	washing line	the setting, such as,	I can count	will we get it out? What	Draw/paint your	
count down	make the ice melt?	Washing up in a small	paintings, drawings or	Using hands, fingers,	can we do?	favourite bird or	
timer/song.		bowl- paint pots etc.	constructions. (making	puppets and each	can we do:	make a magical	
		Message Centre –	marks)	other to support		bird of your own!	
61		making marks and	,	counting.	Mud kitchen (outdoors	Build your own	
Continue to support		symbols using writing	Secret symbol pairs		continuous provision)	den – material,	
self-registration –		tools.	game – make own game	Outdoor maths -		chairs, blankets	
writing names as well as recognising names.				Activity cards	Role-play – home corner.	and cushions	
as recognising names.		GROSS MOTOR	Chat about the stories	Find –	Ask for family photographs		
		Balancing – can you	each week and	5 stones	to make own family books	Mud kitchen	
Circle time – Lola's		stand perfectly still on	introduce new	4 sticks	to have in roleplay or	herbs, fruit,	
Listening rules.		both feet? One foot?	vocabulary (as above).	2 plant pots	reading area. Share and	vegetables.	
Continue to reinforce.		The other foot? Tape on	Listen to and become	1 tree	talk about family	(outdoors	
		floor can you walk along	familiar with a range of	3 bikes	members. Names, age	continuous	
What did you receive		to the end without	books throughout the		_	provision)	
for Christmas? Talk		falling off?	term. Chatting about	Focus on 1:1			
and share about			what has happened,	correspondence.	Celebrations Chinese	Role-play – home	
favourite present Pass		Throwing into a target –	what can they see?		New Year	corner (to be	
a wrapped object		snowballs into a	What might happen	Complete a bird watch	Watch videos, look at my	enhanced in	
around and children		container.	next. Using illustrations	and keep a	photographs of my family	response to	
try to guess what it is		_	as help/support.	tally/record. Record	celebrating, eating	children's	
from feel/touch.		Bean game – runner,		how many birds you	banguet of food, share	interest).	
Encourage to describe		jumping, chilli, baked. To	Continue to join in with	see on your bird	stories and fictional books		
how it feels and why		help keep warm in cold	songs and rhymes,	watch.	Tasting food		
they have come to		weather.	copying sounds,		Red envelopes	Squiggle while	
that decision.			rhythms, tune and		Dragon decorations	you wriggle –	
		Construction building	tempo.	Use sticks to make a	Watch firecrackers video	listening to music	
Continue to		within imaginative play.	E Pulson	square, triangle and	and dragon/lion/dog	whilst mark	
encourage children to		Carl'ana ta ba	5 little snowmen	rectangle.	dancing	making. (See	
play cooperatively and		Continue to be	standing in a line		Tell story of the animal's	separate planning	
find solutions to		independent when using	2 little dickie birds		race	sequence)	
		large and small motor	Wind the bobbin up				

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conflicts. Sand timers	skills e.g., manage	Bug in a rug	Use stones to make	Make puppets to retell	Listen to Chinese	
and name/picture aids	buttons, zips and	Sleeping bunnies	shapes including	story	music.	
for use with wheeled	pouring drinks. Adults to	Mulberry Bush	circle.	Small world		
vehicles and name	support and encourage.			Fans	Use instruments	
cards for turn taking.		Introduce logos – look at	Find circles, squares,		to play along.	
	Outdoor resources:	the different logos. Does	triangles and	How is it similar/different		
	Climbing frame, trikes,	anyone know this? What	rectangles inside or	to your celebrations?	Make Valentine's	
	steppingstones and	is it? Where have you	out and about.	Christmas? Eid? Diwali?	Day cards –	
	balls.	seen it? Have a selection		Food, family, decorations,	explore pinks,	
	Paint brushes/water and	of logos permanently on		gifts	reds, using white	
	large chalks for mark-	display, easily accessible			onto canvas.	
	making.	to the children for them				
	Sand tray/water tray	to discuss.			Make kites –	
	Sand day, water day				string, template,	
	Collaborate with others				card, paper,	
	to manage large items,				plastic bag, tape	
	such as moving a long				plastic bag, tape	
					Windsocks –	
	guttering and carpet					
	rolls safely, carrying				tissue paper,	
	large hollow bricks and				plastic cups, tape,	
	other large equipment				glue	
	both inside and out					
	PE: Gymnastics rolling,					
	jumping, balancing,					
	moving across, under					
	and through equipment					
	safely.					

	PSED	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
Spring 2  Main Theme/ Role Play	Key Vocabulary Scared, frightened, brave, care	Key Vocabulary Character, beginning, end, start, finish, over, under, through,	Key Vocabulary Over, under, next to, besides, on top,	Key Vocabulary Rhyme, sound, start, beginning, end, segment, blend, symbol	Key Vocabulary Over, under, next to, besides, on top,	Key Vocabulary Spring, buds, bulbs, crocus, snowdrop, rough, wet, slimy, soft, cold	Key Vocabulary Join, attach, materials, glue, tape, cut, scissors, strength.	
Tell me a story  Role play-home corner	Key Questions? How do you feel? How does your friend feel? How can you tell?	Key Questions? What happened? What next? What went wrong? How can it be fixed? How did it end?	Key Questions? Can you travel over? Under? Through?	Key Questions? What do you hear at the start of this word? How do you know it is your name? What is the letter at the beginning of your name?	Key Questions? What do you see? How do you see it? How many? Can you match? Are they the same? Different?	Key Questions? What can you see? Can you hear?	Key Questions? What do you see? How can you join the pieces together?	
/ Enhance	The 3 little pigs — focus on looking after each other and helping each other.  Circle time — discuss fear and how it makes me feel.  Working together in groups taking turns to talk and listening to each other.  Continue self- registration writing own name. Children	The 3 little pigs – talk about the similarities and differences between the two characters.  Retelling story of the 3 little pigs and what they did.  Key parts of the story.  Gingerbread man story – get children to talk about their own ideas for how he could have got across the river safely?	Building houses to stay safe from the big bad wolf. Try to blow them down. Was it strong enough? How can you make it stronger?  Junk modelling – make each of the houses from the story. Use the 3 different materials straw, sticks and bricks.  Develop and use climbing equipment and ball skills.  Climbing on the logs and	PHASE 1PHONICS – aspect 5 and 7  Continue self-registration writing own name.  Reading own name each morning, finding name card to help label pictures and paintings throughout each session. Adults encourage the use of these so that children become more confident to do this with less support.	Gingerbread men – counting buttons and matching numerals.  Washing line – outside. Provide children with pegs number cards and a washing line – who can order the cards/clothes etc.?  Bears paws – finding them around the setting and collect matching colour to	Explore signs of spring – using magnifying glasses. (Using the outdoor classroom.)  Talk about protecting the plants growing and being careful NOT to stand on them.  Talk about the weather and how it can still be cold so still need to feed the birds.  Sensory walk – go on a	Junk modelling – make each of the houses from the story. Use the 3 different materials straw, sticks and bricks.  Pastels and paints to create images of houses.  Making paper chain men – using scissors cut out the shapes.  Create	Pancake day Science week World Book Day Easter Mother's Day Spring Red nose day
	take more independence with writing name.	Make a zigzag book of the story.  Share the following books and concentrate on them a week at a time: The 3 little pigs 3 Billy Goats Gruff	trim trial.  Travelling and climbing on PE equipment over, under, across, through  Construction – building houses for the	Mark making - focusing on pencil grip. Target children for support to work on further fine motor skills to build muscle control.	bag. Count and match correct numeral. (for some put 2 sets together for addition) Build walls and count bricks. For some how many in both walls?	bare foot walk around the outdoor area.	gingerbread men from templates.  We're going on a bear hunt - Collage of each of the areas that the	

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			The little red hen/Rosie's	Gingerbread man to live	FINE MOTOR ONGOING	Introduction of		characters travel	
			Walk	in and building a bridge	ACTIVITIES:	addition.		through e.g	
			We're going on a bear	for the gingerbread man	Pipe cleaners in			water, grass,	
			hunt	to walk across the river,	colander	Number bingo – take		woods,	
			Gingerbread Man	safe from the fox.	Tweezers to pick up and	small groups at a time		snowstorm,	
					post pom poms	play bingo using their		cave	
			We're going on a bear	Build a bridge for the	Fiddle board with locks	own number plates to			
			<u>hunt</u> – story looking at	billy goats gruff to use.	and switches	play. Talk about the		Line drawings of	
			what happened. Making	Strong or high enough to	Keys and locks	numerals and discuss		farm animals –	
			story maps and	stay away from the troll!		the rules of the game.		Encourage	
			sequencing events. Using					children to	
			large roll of paper across	Attempt bridge building	Mark making both inside	Counting footprints of		observe key parts	
			the floor.	both inside and outside	and outside on large	the wolf. Matching		of each animal.	
				using different	pieces of paper.	numerals to sets of		E.g., how many	
			Rosie's Walk – Making	materials, such as,	Draw/write key parts of	numbers		legs? Shape of	
			large story map of where	crates, wooden blocks,	the stories to create			ears? Does it have	
			she travels but tell the	tape, boxes,	story maps together in			a tail? how long?	
			story from the fox's point	steppingstones.	small groups/as whole			Shape?	
			of view adult to model		class.				
			this.					brusho	
			Video the children retelling					backgrounds	
			the story, using their own						
			story maps as aids to do						
			this.						
1					1	1	I	l	

Summer 1 Main Theme/	PSED	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
Role Play  On the move.  Role play-	Key Vocabulary Safe, emotions, feelings, calm, breathe, worried, frightened,	Key Vocabulary Travel, journey,	Key Vocabulary Slither, gallop, crawl, tip toe, bounce, follow, lead, copy	Key Vocabulary Start, beginning, segment, blend,	Key Vocabulary Label, numeral, number, count, symbol, record, shapes, circle, rectangle, square, cuboid, straight, flat,	Key Vocabulary Job, work, farmer, bus driver, vet, emergency services, float, sink, plant, seed, care, water,	Key Vocabulary Draw, paint, mix, circle, detail, construct, build, city, road, buildings	
home corner / Enhance	Key Questions? How do you feel? What happened? What can make it better?	Key Questions? Why? What next? What happened?	Key Questions? How can you travel safely across the crates/planks/bench? Can you travel in a different way? How?	Key Questions? What can you hear? How will we know this belongs to you?	round, in front, behind  Key Questions?  How many? Where did we go? What did we see first? Next?  Last?	Key Questions? What do they do? How do they help?	Key Questions? What happens when? How can you make? What will you use?	
	Select and use resources and activities with increasing independence.  Increase challenges and the resources to adapt and increase thinking as the children use them. e.g. balancing stepping stones increase balancing challenge by encouraging to try crates and wooden planks to walk along and balance on. Then ropes to narrow the pathway for balancing.	Share the following books and concentrate on them a week at a time: The Train Ride Naughty Bus Are we nearly there yet? Duck in the Truck Mr Gumpy's outing Maisy goes on a plane  Through each book, develop and increase a wider knowledge and understanding of new vocabulary. (see above)  Making sure children understand and can show their understanding through their play. In small world, role play with these put out to be modelled and encouraged	Continue to develop their movement, balancing, riding and ball skills. (Scooters, bikes, and trikes) Using the wheeled vehicles in the outdoor area to pedal, push, and glide around the area.  Select different sized balls to throw at/in a target. Join in football games to kick the ball to each other and to aim at a target or goal. Roll the balls down guttering, building the guttering tracks themselves (with adult support and then independently).	PHASE 1 PHONICS Aspect 5 and 7 — alliteration and segmenting and blending.  Singing phonics, Lola the Listening leopard,  Understand the 5 key concepts about print:  Print has meaning — as each book is covered draw attention to the different types of print used for the transport. e.g. Naughty bus — bus stop signs or Mr Gumpy's outing a sign to show danger. Print can have different purposes — signs bus	Link numerals and amounts: Mr Gumpy's Outing counting animals labelling using numbers.  Experiment with their own symbols and marks as well as numerals.  Encouraging the children to label each parking space for the cars/wheeled vehicles. Making tickets for on the Naughty Bus ride 'How many on the bus?'  Recording the number of goals scored outside or the beanbags in the	Show an interest in different occupations — linked to the different books each week discuss the jobs that people do and why?  Possible visits from different people with different occupations such as a farmer, vet, member of emergency services or a nurse.  Plant seeds and care for growing plants. Plant different plants within the outdoor area and model what needs to be done to look after them and keep them alive.  Begin to understand the	Make and develop complex stories using small world equipment to retell and make up their own stories linked to the stories each week.  Encourage the children to use the resources such as blocks and loose parts to create their own small worlds and build their own worlds.  Weather permitting – put long strips of	Summer
	Encourage children to think about the safety aspect in what they do. e.g. when	by adults and to create own resources by making puppets or using blocks etc within the setting.	Increasingly be able to use and remember sequences and patterns	stop/danger, also logo for different shops, petrol stations, car makes.	basket.  Talk about and explore 2d and 3d	need to respect and care for the natural environment and all living things.	wallpaper on the floor for children to mark make and explore outside	

balancing what rules could be put in place to make sure we are safe and nobody gets and robody gets hur?  Devolop a sense of responsibility and membership of the class by helping and membership of the class by helping to wash the paints of the session, carrying the fruit/snack ready for snack time.  Finding and working out solutions to conflicts. Talk about and model discussing what can be done conflict. Sharing, taking turns, choosing something different conflict.  Sharing, taking turns, choosing something different to lead the part and develop understanding of different feeling other than just happy and and add solved an agen, worried, fightened, scared, if rightened, scared, if rightened, scared, if rightened, scared, if right and top to be a sangor, worried, fightened, scared, if rightened, scared, if right and top to be a served and model the vocabulary of instructions and develop understanding of different feeling other than just happy and and add. So learning the cover, the again and working of different feeling other than just happy and and add. So learning the cover, the again and working of the conflicts. Talk about and model discussing what can be done to help the conflict.  Sharing, taking turns, choosing something different to be again of your purpose and the conflict. Sharing turns, choosing something different to be again of your purpose and the conflict. Sharing turns, choosing something different to the total known to the purpose of th									
safe and nobody gets hurt?  Develop a sense of responsibility and membership of the class by helping out around the setting and carrying out specific tasks. Such as the helping to wash the paint pots at the end of the session, carrying the fruit/snack ready for snack time.  Finding and working out solutions to conflicts. Taik about and model discussing what can be done throughout each service of the conflict. Sharing, taking turns, choosing something different, reading understanding of different releings other than just happy and asd, Such as a ranger, worried, firethered, spared.  Whit? Questions, using the finding and working out specific tasks. Such as the point to salk about and model discussing with scarces and mining and working out specific tasks. Such as the point to self-register each morning.  Sharing, taking turns, choosing something different releings other than just happy and asd, Such as a angry, worried, firethered, spared.  Finding and such that a grant or the point of the conflict. Sharing taking turns, choosing something different teelings other than just happy and asd, Such as a angry, worried, firethered, spared.	ŀ	balancing what rules		of movements which are	Continue to model we	shapes. Encourage	Floating and sinking – link	and inside. Use	
because and nobody gets hurt?  Develop a sense of responsibility and membership of the class by helping out around the setting and carrying out spring the wash the paint pots at the end of the session, carrying the furufynack ready for snack time.  Finding and working out solutions to conflicts. Talk about and mended discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as anapy, worried, firsthened, sared, firsthened, sared		could be put in place	To be able to answer	related to music and	read English text from	using the language	to both Mr Gumpy's	different tools	
burt?  Develop a sense of responsibility and membership of the class by helping out specific tasks. Such as a larging out specific tasks. Such as a larging trowash the paint pots at the end of the session, carrying the furtify and carrying out specific tasks. Such as a larging trowash the paint pots at the end of the session, carrying the furtify and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different stenlings other than just happy and sad. Such as a angry, worried, frightnend, sared, first heads and and couse the moments to the undicate throughout each session in large, straight, flat and mount and repression and 3:1. Showing the felling the books carefully, correctly and they correctly and the correct way up and to the late of the books. Take a taring to the tour and the page of the third and the page of the training the cover, the author, the page support to the page squared to the page of the training training to a chool or walking to the half from nursery, and the page squared to the page of the training training training to a chool or walking to school or walking to school or walking to the half from nursery, and the correct way up and the page of the training training training to the page of the training training training training training train	l t	to make sure we are	'WHY?' questions, using	rhythm.	left to right and top to	and vocabulary circles,	outing and naughty Bus.	and materials	
Develop a sense of responsibility and membership of the class by helping out around the setting and carrying out passed file tasks. Such as: helping to wash the paint pots at the end of the session, carrying the full/snack ready for snack time.  Finding and working out solutions to conflicts. Talk about, and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about, and develop understanding of different fellings other than just happy and sad. Such as anary, worried, frightened, scared.  Sing and increase the number of songs that they can have the cross the move to music.  In the setting use each session in large, small groups and 1:1.  Now many songs and rhibons to move to music.  Model the vocabulary of movement for the children such as 'gallop', 'slither', 'crawl', 'tip top at the pages one at a time with page sequencing.  Also model the vocabulary of instructions to be filted and then add detail.  Encourage the children to such as 'allop', 'slither', 'crawl', 'tip top and 'bounce'.  Encourage the children to such as 'gallop', 'slither', 'crawl', 'tip top and 'bounce'.  Sharing the covert, the author, the page song at a time with page sequencing.  Also model the vocabulary of instructions the filter of the pages one at a time with page sequencing.  Continue to talk about, and develop understanding of different felings other than just happy and sad. Such as anary, worried, firthened, scared.  Continue to talk about an anary, worried, firthened, scared.	5	safe and nobody gets	'because' and 'or' within	In the hall, use Write	<b>bottom</b> by sharing	triangles, rectangles,		such as crayons,	
Develop a sense of responsibility and membership of the class by helping out around the setting and carrying out specific tasks. Such as a helping to wash the paint post at the end of the session, carrying the fruit/snack ready for snack time.  Finding and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different teelings other than just happy and asid. Such as angry, worried, friebtend, seared.  Sing and increase the musuc.  musc.  musc.  musc.  sand groups and sid. Such as a nagry, worried, friebtend, seared.  In the setting use can's signley of the class by helping out around the esting use can's signley of the class by helping out and carrying out specific tasks. Such as a nagry, worried, friebtend, seared.	l I	hurt?	their answers.	Dance to match	books every day and	and cuboids. Also	Try placing all the animals	paints, chalks	
number of songs that they can responsibility and membership of the class by helping out around the setting and carrying out specific tasks. Such as: helping to wash the plant pots at the end of the session, carrying the firtifysnack ready for snack time.  Be able to talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand times etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, finisheds, scared.  In the setting use scared, and in the setting use scares and ribbons to move to music.  Small groups and 1:1. Showing the thildren scares and ribbons to move to music.  Small groups and 1:1. Showing the helidien has bethildren how to handle the books carefully, correctly app.  Model the vocabulary of movement for the children such as 'gallop', 'slither,' crawr,' 'tip to and 'the correct way up.  Name the filtiers and the correct way up.  Name the setting and dread the outs and try up.  Name the setting and working of the correct way up.  Name the setting and working of the correct way up.  Name the setting and working of the correct way up.  Name the setting and working of the correct way up.  Name the setti				movements to the	regularly throughout	sides, corners,	in the boat for Mr Gumpy.		
responsibility and membership of the class by helping out around the setting and carrying out specific tasks. Such as: helping to wash the plant prots at the end of the session, carrying the fruit/snack ready for snack time.  Finding and working out solutions to conflict. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different tellings of the total about and develop understanding of different the lelings other than just happy and sad. Such as angry, worried, friebtends, scared.		Dovolon a conso of	Sing and increase the	music.	each session in large,	straight, flat and	What happens? Why?	Children decide	
membership of the class by helping out around the setting and carrying out specific tasks. Such as is helping to wash the paint pots at the end of the session, carrying the session, carrying the selection of the session, carrying the session of the vocabulary of movement for the children such as 'gallop', 'slither', 'craw', 'tip toe', and 'slither', 'traw', 'tip toe', and 'slither', 'craw', 'tip toe', and 'slither', 'traw', 'tip toe		•	number of songs that they		small groups and 1:1.	round.		which materials	
das by helping out around the setting and carrying out specific tasks. Such as: helping to wash the paint pots at the end of the session, carrying the fruit/snack ready for snack time.  Finding and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, talking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, friethered, scared.  Know many songs and rhymres.  Start eating independently and learning how to use a spoon, fork and knife.  Opportunities during song to the data and the service of the sakes. Such as sale to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, friethered, scared.			can sing 'off by heart'.	In the setting use	Showing the children		Make own boats and try	to use to create	
around the setting and carrying out specific tasks. Such as: helping to wash the paint pots at the end of the session, carrying the fruit/snack ready for snack time.  Be able to talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different fellings other than just happy and sads. Such as angry, worried, frightened, sared, for specific assistance and carrying the selections at the content of tasks. Such as angry, worried, frightened, sacard, in the date of the session and carrying the same the different park and the correct way up.  Model the vocabulary of movement for the post of movement for the book, sharing the cover, the saling the book, sharing the cover, the saling the book, sharing the cover, the saling increasing and recall the route and roder of things seen along the way.  Also model the vocabulary of instruction suffice to the book, sharing the cover, the saling the cover, the saling the cover, the saling increasing and recall the route and order of things seen along the way.  Also model the wocabulary of instruction salor the book, sharing the cover, the salor the book sharing the cover the salor the book.  Take a trip to the book, sharing the cover the salor the book sharing the cover the salor the book sharing the cover the salor the book sharing the		· ·	Know many songs and	scarves and ribbons to	how to handle the books	Discuss routes and	putting the animals in	desired effect.	
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tasks. Such as: helping to wash the paint pots at the end of the session, carrying the fruit/snack ready for snack time.  Be able to talk about familiar books including the session, carrying the fruit/snack ready for snack time.  Finding and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, frightened, scared, in the such as fallow, and such as angry, worried, frightened, scared, in the session carrying the session, carrying the fact in the session, carrying the session, carrying the session, carrying the fruits posses including at the end of the session, carrying the fruits posses including at the end of the session, carrying the fruits posses and simple cover, the author, the page nand feel book, sharing the book, children to the book, sharing the book, children the book, sharing the book, including complexity and detail.  Fake trip to the pook, sharing the cover, the author, the page nand feel book, sharing the cover, the author, the page nand feel book of urn the pages one at a time with page sequencing.  Also model the vocabulary of instruction and obsole the wocabulary introduced.  Sale a trip to the park and recall the route author the book and model how to turn the pages one at a time with page sequencing.  Continue to talk about and develop understanding of different, sand times the color of the look.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, frightened, sacred, firshtened, sacred.  Continue to talk about and develop understanding of different feelings of the page sacred.  Continue to talk about and develop understandi		J			the correct way up.	like' in front of' and	better? How? Why?	Draw with	
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fruit/snack ready for snack time.  week throughout each term. (Previously introduced throughout the year)  Finding and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, frightened, scared.  week throughout each term. (Previously introduced throughout the yerivously introduced throughout the yerivously introduced throughout the yerivously introduced throughout the yerivously introduced. Also model the vocabulary of instruction such as follow, 'lead' and 'copy'.  Sharing and working of schold how to turn the pages one at a time with page sequencing.  Continue to self-register each morning.  Recognising their own name and attempting to with exist to model and equipment, for example making snips with scissors.  Start eating of different feelings other than just happy and sad. Such as angry, worried, frightened, scared.  Talk about and identify the patterns arround them. Stripes, spots, etc and where to make and write labels with their own name for labelling construction made or paintings or drawings to take home.  You will use know it is yours?'  Talk about and identify the patterns on the clothes and around them. Stripes, spots, etc and where to make and write labels with their own name for labelling construction made or paintings or drawings to take home.  You will use know it is yours?'  Talk about and identify the patterns on the clothes and accessories in the different patterns on the clothes and accessories in the illustrations.  Start eating independently and learning how to use a spoon, fork and knife.  Opportunities during and oferof things.			those introduced each	'slither', 'crawl', 'tip toe',	author, the page	and recall the route			
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Finding and working out solutions to conflicts. Talk about and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, friehtened, scared, and model discussing out solutions to conflicts. Talk about and working and working and 'copy'.  Be able to tell a long story using small world play, story maps and possibly 'their opposition of play, story maps and possibly 'thelicopter stories.'  Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings of different feelings of different feelings and story using small world play, story maps and possibly 'thelicopter stories.'  Start eating independently and learning how to use a spoon, fork and knife. Opportunities during snack time to use these and screen.  Start eating independently and learning how to use a spoon, fork and knife. Opportunities during snack time to use these and screen.  Start eating independently and learning how to use a spoon, fork and knife. Opportunities during snack time to use these	,	SHOCK CHIIC.	introduced throughout the	Also model the	and model how to <b>turn</b>			detail.	
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and model discussing what can be done to help the conflict. Sharing, taking turns, choosing something different, sand timers etc.  Continue to talk about and develop understanding of different feelings other than just happy and sad. Such as angry, worried, friehtened, scared.  Story maps and possibly 'Helicopter stories.'  Encourage the children to attempt to use this new vocabulary introduced.  Encourage the children to attempt to use this new vocabulary introduced.  Story maps and possibly 'Helicopter stories.'  Encourage the children to attempt to use this new vocabulary introduced.  Use one-handed tools and encourage children to make and write labels with their own name for labelling construction made or paintings or drawings to take home.  'How will we know it is yours?'  Start eating independently and learning how to use a spoon, fork and knife.  Opportunities during snack time to use these introduced.  Talk about and identify the patterns or take worst intensity.  Talk about and identify the patterns or and them. Stripes, spots, etc and where to make and write labels with their own name and attempting to make and write labels with their own name and attempting to make and write labels with their own name and attempting to make and write labels with their own name and attempting to make and write labels with their own name and attempting to make and write labels with their own name and attempting to make and write labels with their own name and encourage children to make and write labels with their own name and attempting to make and write labels with their own name and encourage children to make and write labels with their own name and attempting to make and write labels with their own name and encourage children to make and write labels with their own name and encourage children to make and write labels with their own name and attempting to make and write labels with their own name and encourage children to make and write labels with their own name and encourage children to make and write labels with th			· .	and 'copy'.					
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Summer 2  Main Theme/ Role Play	PSED	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Visits/ Events
Under the Sea	Key Vocabulary Rules, happy, sad, angry, worried, nervous,	Key Vocabulary Story, play, choose, choice,	Key Vocabulary Over, under, across, snip, cut, zip, pull,	Key Vocabulary Segment, blend, rhyme, beginning, end, first, last, page, letter, word,	Key Vocabulary Count, pattern, repeat, next, tall, short, long, heavy, light	Key Vocabulary Seed, plant, petal, leaf, care, environment, recycle,	Key Vocabulary Colour, mixing, line, space, closed, pattern, texture	
Role play- home corner / Enhance	Key Questions? How do you feel? What are you happy/sad/worried/ex cited about? Why?	Key Questions? What do you want to do? What is your choice?	Key Questions? How can you travel across? What do you need to do?	Key Questions? What can you hear at the beginning?	Key Questions? How many? What is the total?	Key Questions? Where did you go? Who did you go with? How did it feel? What happened?	Key Questions? What can you see? What has happened?	
	Increasingly follow rules, understanding why they are important.  Remember rules without needing adult to remind them.  Taking turns – games  Talk about their feelings using words like happy, sad, angry or worried.  Feelings linked to going to reception.  Transition days – swapping with reception teachers at story time.  How we can look after animals.	Share the following books and concentrate on them a week at a time: Hooray for Fish! Barry the fish with fingers 10 Little Pirates Barry the fish with fingers and the sea monster Billy's Bucket Kipper's Sunny Day  10 little pirates – children tell own story around the setting based on the original book.  Barry the fish with fingers – talk about what happened in the story. What could they do? What are they good at?  Children's choice of story books and story time outside.	Collaborate with others to manage large items such as moving long planks safely, carrying large hollow blocks.  Obstacle course pirate treasure hunt! Using wooden blocks, planks, steppingstones, crates and ropes  Use one handed tools and equipment.  Cutting skills – snipping to make puffy the puffer fish.  Be increasingly independent as they get dressed and undressed putting own coats and	PHASE 1 PHONICS — aspects 4 (rhyme) and 7 (segmenting and blending)  Spot and suggest rhymes.  Segment words and instructions throughout the session to children e.g. go and get your c-oa-t  Write some letters accurately.  Use some of their print and letter knowledge in their early writing.  Lift the flap book of sea creatures/ animals.  Make treasure maps — follow them to find treasure	Counting shells – 1:1 correspondence  Bug/sea creature hunt – children have a treasure hunt list with different amounts of the bugs/sea creatures to find in the garden/setting – how many have you got altogether?  Squeeze and squirt – number empty bottles 1 – 9. Get the children to sort the bottles in order in a line. Together check that the bottles are in the correct order. Give the children a water pistol – shout a number and knock it over with your water pistol.	Understand the key features of the life cycle of a plant and animal.  Plant herbs and flowers in the garden – talk about how we need to look after them – make a rota of who is watering the flowers and weeding them.  Begin to understand the need to respect and care for the natural environment and all living things.  Talk about where the animals are from. Look in books and online to research.  Bug/bird hunts –use the clipboard tick charts to	Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw objects in own bucket shape.  Painting sea animals – what colour are they? What detail do they have?  Explore different materials freely, in order to develop their own ideas about how to use them and what to make.	Sports Day Transition Day to visit Reception class

Continuous and Enhanced Provision is supported daily with activities which encourage Characteristics of Effective Learning, consolidation/revisiting of key skills, knowledge and understanding

Scory map of the story of surely false. In feel happy when, If feel sad when If seel s	o: 1 ::	I a	T	T	I	6: 1:1 1:66 .	I I.
when they disagree with and with rap friend, using words as well as actions. Start a conversation with an adult or friend and continue it for many turns.  Use talk to organise themselves and their play.  Talk about and offer healthy options at snack time each day.  Tam games – using parachute and circle games and ring games.  Tam games – using parachute and circle games and ring games.  Practise name writing and recognition.  Make healthy choices about food, drink, activity and continue it for many turns.  Use talk to organise themselves and their play.  Team games – using parachute and circle games and ring games.  Team games – using parachute and circle games and ring games.  Practise name writing and recognition.  Make comparisons between length and size of the fish in the stories.  Alabout and identify patterns of the numbers on the math around them and on the fish in stories.  Secret messages – short dother.  Notice and correct an error in a repeating patterns using patterns u							
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an adult or friend and continue it for many turns. Use talk to organise themselves and their play.  Talk about and offer healthy options at snack time each day.  Team games – using paractute and circle games and ring games.  Practise name writing and recognition.  Practise name writing and recognition.  Make comparisons between length and size of the fish in the stories.  Name cards for labelling construction or models  Secret messages – shared messages to each other.  Practise name writing and recognition.  Make comparisons between length and size of the fish in the stories.  Name cards for labelling construction or models  Secret messages – shared messages to each other.  Practise name writing and recognition.  Make comparisons between length and size of the fish in the stories.  Name cards for labelling construction or models  Secret messages – shared messages to each other.  Practise name writing and recognition.  Make comparisons between length and size of the fish in the stories.  Floating and sinking – bowl of water collection of objects which stay on top?  Which sink to the bottom?  Talking about holidays – have you been on holidays – have you been on holidays – have you been on holiday in the stories.  Explore colour and colour making – who did you go?  Explore colour and colour making – who did you go?  Big painting outside – large scale free painting.  Making telescopes and binoculars  Water painting outside –free			activity and	their name.	Talk about and	feel.	materials and
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This will be added to as the year progresses to take into account child interest and the needs of the children.