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| **Pre-Prep 1** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Sumer 2 |
| **Celebrations and Festivals** | Halloween  Black History Month  World science day | Bonfire night  Diwali  Thanksgiving  Christmas | Chinese new year  Children’s mental health week  Sport relief | Pancake day  World book day  St Patricks day  Comic Relief  Mother’s Day | Eid  Ramadan  Easter | Healthy eating week  Father’s Day |
| **Possible WOW experiences: HOOK** | Getting to know each other – Family photos | -Winter Performance  (Acting, singing, dancing) | Chinese New Year  -Chinese Dragon Dance  -Chinese Feast  Massage/ sensory toy making/ mindfulness | -Chicks in Class? | -Mini beast hunt  -Butterflies in class  -Ugly Bug Ball  -Woodland Picnic  -Growing Plants | People who help us- occupation visits to school  Zoo-lab visit |
| **Parent Workshops & Events** |  | -Christmas Production  -Parents Evening  -Reports |  | -Parents Evening  -Reports |  | -Parents Evening  -Reports |
| **Literacy** | -Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing | -Engage in extended conversations about stories, learning new vocabulary. | -Develop their phonological awareness, so that they can:  -spot and suggest rhymes  - count or clap syllables in a word  -recognise words with the same initial sound, such as money and mother | -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | -Write some letters accurately. | -Write some or all of their name. |
| **Mathematics** | -Recite numbers past 5.  -Show ‘finger numbers’ up to 5.  -Say one number for each item in order: 1,2,3,4,5.  -Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). | -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  -Compare quantities using language: ‘more than’, ‘fewer than’. | -Solve real world mathematical problems with numbers up to 5.  -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | -Understand position through words alone – for example, “The bag is under the table,”  with no pointing.  -Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  -Describe a familiar route. | -Make comparisons between objects relating to size, length, weight and capacity.  -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  -Combine shapes to make new ones – an arch, a bigger triangle, etc. | -Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  -Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  -Extend and create ABAB patterns – stick, leaf, stick, leaf.  -Notice and correct an error in a repeating pattern.  -Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **PSED** | -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  -Develop their sense of responsibility and membership of a community. | -Become more outgoing with unfamiliar people, in the safe context of their setting.  -Show more confidence in new social situations. | -Play with one or more other children, extending and elaborating play ideas.  -Increasingly follow rules, understanding why they are important. | -Develop appropriate ways of being assertive.  -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | -Remember rules without needing an adult to remind them.  -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  -Understand gradually how others might be feeling.  -Talk with others to solve conflicts. | -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  -Make healthy choices about food, drink, activity and toothbrushing |
| **Communication and Language** | -Pay attention to more than one thing at a time, which can be difficult  -Enjoy listening to longer stories and can remember much of what happens | -Use a wider range of vocabulary.  -Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. | -Sing a large repertoire of songs.  -Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  -Use longer sentences of four to six words. | -Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | -Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.  -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. | -Start a conversation with an adult or a friend and continue it for many turns.  -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. |
| **Physical Development** | -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  0Use large-muscle movements to wave flags and streamers, paint and make marks.  **PE Sessions will focus on**: yoga and balls skills | -Go up steps and stairs, or climb up apparatus, using alternate feet.  -Skip, hop, stand on one leg and hold a pose for a game like musical statues.  **PE Sessions will focus on**: games and races | -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  -Start taking part in some group activities which they make up for themselves, or in teams.  **PE Sessions will focus on:** dancing and team games | -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  **PE Sessions will focus on:** gymnastics | -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  -Show a preference for a dominant hand.  -Use a comfortable grip with good control when holding pens and pencils.  **PE Sessions will focus on**: health & safety | -Use one-handed tools and equipment, for example, making snips in paper with scissors.  -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  **PE Sessions will focus on**: games and fine/gross motor skills |
| **Understanding the World** | -Use all their senses in hands-on exploration of natural materials.  -Explore how things work.  -Begin to make sense of their own life-story and family’s history. | -Explore collections of materials with similar and/or different properties.  -Talk about what they see, using a wide vocabulary.  -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | -Talk about the differences between materials and changes they notice.  -Explore and talk about different forces they can feel. | -Begin to understand the need to respect and care for the natural environment and all living things. | -Plant seeds and care for growing plants.  -Understand the key features of the life cycle of a plant and an animal. | -Show interest in different occupations  -Continue developing positive attitudes about the differences between people |
| **Expressive arts and design** | -Take part in simple pretend play, using an object to represent something else even though they are not similar.  -Explore colour and colour mixing.  -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings.  -Explore different materials freely, to develop their ideas about how to use them and what to make.  -Join different materials and explore different textures.  -Develop their own ideas and then decide which materials to use to express them. | -Create closed shapes with continuous lines and begin to use these shapes to represent objects.  -Draw with increasing complexity and detail, such as representing a face with a circle and including details. | -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas. | -Use drawing to represent ideas like movement or loud noises.  -Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. |
| **Spanish** | - To recognise and use greetings in Spanish  - To count to ten in sequence. | -Colours: To recognise and say 8 colours  -Days of the week | - To listen and respond to classroom instructions | -Fruit: To recognise and say 5 fruit items  -Vegetables: To recognise and say 5 vegetable items | -Farm Animals: To recognise and name 5 farm animals | - To say their name and to ask others their names |