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| **Pre-Prep 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Celebrations and Festivals** | Halloween  Bonfire night | Remembrance Day  Children in Need  Diwali  Christmas | New Year Eve  Chinese New Year  Holi | Easter  Mother's Day | Queens Platinum Jubilee  Father's Day  Oral Hygiene Week | Pre-Prep Graduation  Healthy Eating Week  Father’s Day |
| **Possible WOW experiences: HOOK** | Getting to know each other – Family photos |  | Chinese New Year  -Chinese Dragon Dance  -Chinese Feast | -Chicks in Class?  -Trip to Farm? | -Mini beast hunt  -Butterflies in class  -Ugly Bug Ball  -Woodland Picnic  -Growing Plants | -Pirate Day  -Trip to the beach? |
| **Parent Workshops & Events** |  | -Christmas Production  -Parents Evening  -Reports |  | -Messy Morning  -Parents Evening  -Reports |  | -Parents Evening  -Reports |
| **Literacy** | -Develop their phonological awareness.  -Understand the 5 key concepts about print. | -Develop their phonological awareness.  -Engage in extended conversations about stories, learning new vocabulary. | -Develop their phonological awareness.  -Engage in extended conversations about stories, learning new vocabulary.  -Write some letters accurately. | -Develop their phonological awareness.  -Engage in extended conversations about stories, learning new vocabulary.  -Write some letters accurately. | -Develop their phonological awareness.  -Use some print and letter knowledge in their early writing. | -Develop their phonological awareness.  -Use some print and letter knowledge in their early writing. |
| **Mathematics** | -Recite numbers past 5.  -Say one number for each item in order.  -Shows finger numbers to 5.  -Solve mathematical problems with numbers up to 5. | - Develop fast recognition of up to 3 objects.  - Say one number for each item in order.  - Know the last number reached when counting a small set of objects tells you how many there are in a total.  - Link numerals and amounts. | - Understand position through words alone.  - Compare quantities using language: more than, fewer than.  -Experiment with their own symbols and marks as well as numerals.  -Begin to describe a sequence of events, real or fictional. | - Make comparisons between objects relating to size, length, weight and capacity.  - Describe a familiar route.  -Discuss routes and locations. | -Talk about and explore 2D and 3D shapes.  -Select shapes appropriately.  - Combine shapes to make new ones.  - | -Talks about and identifies patterns around them.  -Extend and create ABAB patterns.  - Notice and correct an error in a pattern. |
| **PSED** | - Be increasingly independent in meeting their own care needs. | - Talk about their feelings using words like happy, sad, angry or worried.  -Play with one or more children, extending and elaborating play idea.  - Talk with others to solve conflict. | Understand gradually how others may be feeling.  - Develop appropriate ways of being assertive.  - Find solutions to conflicts and rivalries. | - Show more confidence in new social situations.  - Increasingly follow rules, understanding why they are important.  - Remembering rules without needing an adult to remind them. | - Develop their sense of responsibility and membership of a community.  - Select and use activities and resources.  - Become more outgoing with unfamiliar people, in the safe context of their setting. | - Make healthy choices about food, drink, activity and toothbrushing. |
| **Communication and Language** | -Sing a large repertoire of songs.  -Pay attention to more than one thing at a time, which can be difficult.  -Understand a question or instruction that has two parts. | -Use longer sentences of four to six words.  -Enjoy listening to longer stories and can remember much of what happens.  -Start a conversation with an adult or a friend and continue it for many turns. | -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | -Use a wider range of vocabulary.  -Understand Why questions.  -Develop their communication but may continue to have problems with irregular tenses and plurals.  -Develop their pronunciation. | -Use a wider range of vocabulary.  -Understand Why questions.  -Develop their communication but may continue to have problems with irregular tenses and plurals.  -Develop their pronunciation. | -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.  -Use talk to organise themselves and their play. |
| **Physical Development** | -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  -Use large-muscle movements to wave flags and streamers, paint and make marks.  **PE Sessions will focus on:**  Games, moving in a variety of ways i.e skipping, hopping, jumping. | -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:**  Gymnastics: different ways of jumping; pencil, tuck and star. | - 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:**  Dance and balance | -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:**  Ball skills | - 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:**  Sequencing and developing a set of gymnastics movements | -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:**  Races, team games |
| **Understanding the World** | -Use all their senses in hands on exploration of natural materials.  -Explore collections of materials with similar / different properties.  -Begin to make sense of their own life story and family’s history. | -Talk about what they see, using a wide vocabulary. |  | - Talk about what they see, using a wide vocabulary.  -Plant seeds and care for growing plants.  -Understand key features of a life cycle of a plant and animal.  -Begin to understand the need to respect and care for the natural environment and all living things. |  | - Talk about what they see, using a wide vocabulary.  -Continue developing positive attitudes about the differences between people.  -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **Expressive Arts and Design** | Take part in simple pretend play, using an object to represent something else even though they are not similar.  -Draw with increasing complexity and detail.  -Show different emotions in their drawings and paintings. | Begin to develop complex stories using small world equipment.  -Make imaginative and complex “small worlds” with blocks and construction kits.  -Use drawing to represent ideas like movement or loud noises.  -Remember and sing entire songs. | -Explore how things work.  - Show interest in different occupations.  -Create closed shapes with continuous lines and begin to use these shapes to represent objects.  -Create their own songs or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas. | Explore colour and colour mixing.  -Listen with increased attention to sounds.  -Sing the pitch of a tone sung by another person. | -Explore and talk about different forces they can feel.  -Talk about the differences between materials and changes they notice.  -Explore different materials freely, to develop their ideas about how to use them and what to make.  -Develop their own ideas and then decide which materials to use to express them.  -Join different materials and explore different textures. | Respond to what they have heard, expressing their thoughts and feelings.  -Sing the melodic shape of a familiar song. |