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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 DayChildren in NeedDiwaliChristmas | New Year EveChinese New YearHoli | EasterMother's Day | Queens Platinum Jubilee Father's DayOral Hygiene Week | Pre-Prep GraduationHealthy Eating WeekFather’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. |