



| Term          | Topic                               | Date  | Provision Focus Area      | Skills Development  | CL/Lit Vocabulary   | PSED  | PD  | Maths   | UTW   | EAD  | Trips/visitors/events   |                  |
|---------------|-------------------------------------|---|---------------------------|---|---|---|---|---|---|--|---|------------------|
| All about Me! |                                     | INSET 2 <sup>nd</sup> , 3 <sup>rd</sup> 4.9.24                  | Baseline                  | <b>Scissor Skills-</b> Bilateral tearing -Grip/Snip<br><b>Mark Making-</b> To hold and make marks using a range of tools<br><b>Creating Sounds-</b> Listening to sounds and familiar instruments-Nursery <b>Painting-</b> Mix 1 colour and block paint; apply the correct amount of water and use the brush correctly   | Baseline<br>Text: Linked to family                                  | Friendships-Develop friendships with other children. Emotions-Explore emotions through story and play | Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. | Baseline Colours  | Science – Natural materials indoors and out, Seasonal Change, Humans<br>ICT – E safety  | Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.<br>Start to make marks intentionally.                                   | Transition Week 1   |                  |
|               |                                     | 9.9.24  | Baseline                  |   | Baseline/ Paralympics<br>Text: Linked to family                     |   |   | Baseline Colours  | RE – Friendships, differences between themselves and others.  | Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.   | Transition Week 2   |                  |
|               |                                     | 16.9.24   | Baseline                  |   | Baseline/ Paralympics<br>Text: Linked to Family                     |   |   | Baseline Matching   | Geography – school hunt and infant building and surrounding area-big playground   | Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  | 20.9.24 WVEW Workshop   |                  |
|               |                                     | 23.9.24   | All about Me              |   | N2 -Phase 1 Aspects 1<br>Text: What makes me a Me                   |   |   | Matching<br>Sorting<br>Sorting<br>Story of 1<br>Story of 2<br>Pre- Number skills/ songs& rhymes<br>Finger Rhymes<br>Mathematical language-big/small<br>Compare amounts- lots, more/same<br>Number counting- Counting like behaviour<br>Finger rhymes<br>1:1 counting  | History – Our family  | Explore their voices and enjoy making sounds.<br>Join in with songs and rhymes, making some sounds.  | Stay & Learn Reading 1 <sup>st</sup> and 3 <sup>rd</sup>  |                  |
|               |                                     | 30.9.24   | All about Me              |   | N2 -Phase 1 Aspects 2<br>Text: Up and Down Mummy                    |   |   |   |   |  | Respond emotionally and physically to music when it changes.<br>Move and dance to music.                                | Parents Evening  |
|               |                                     | 7.10.24   | Families                  |   | N2 -Phase 1 Aspects 3<br>Text: Families, Families, Families         |   |   |   |   |  | Respond emotionally and physically to music when it changes.<br>Move and dance to music.                                | Assessed Writing |
|               |                                     | 14.10.24  | Families                  |   | N2 -Phase 1 Aspects 3<br>Text: We are all different, Simon Sock     |   |   |   |   |  | Respond emotionally and physically to music when it changes.<br>Move and dance to music.                                |                  |
|               |                                     | 21.10.24  | Families                  |   | N2 -Phase Aspects 1-3 Recap<br>Text: What About Me                  |   |   |   |   |  |   |                  |
| Autumn 2      | The Most Wonderful Time of the Year | 4.11.24   | Bonfire Night Colours     | <b>Scissor Skills-</b> hold and snip twice the thickness e.g. card<br><b>Mark Making-</b> Develop a dominant hand, anticlockwise circles and lines<br><b>Creating Sounds-</b> Use of voices songs, nursery rhymes and Beat Baby to create a steady beat<br><b>Painting-</b> Mix 2 colours Red and Yellow, Yellow and Blue, use thick and thin brushes to make marks | LW- s,<br>Text: Firework sounds<br>I am a rainbow                   | Develop their sense of responsibility and membership of a community.                                  | Continue to develop their movement, balancing & riding. Go up steps/ stairs using alternate feet.     | Subitising to 2<br>Story of 3<br>Subitising to 3<br>Story of 4<br>Subitising to 4<br>Story of 5<br>Subitising to 5<br>Counting by rote- Number songs<br>Counting to identify how many<br>Making comparisons<br>Changes of amounts in a group of up to 3<br>More and alot<br>Compare sizes, weights, high, low etc...<br>Pattern<br>Notices pattern and arrange things in patterns | Science -<br><br>Begin to make sense of their own life-story and family's history<br><br>Continue developing positive attitudes about the differences between people.<br><br>ICT E-safety-<br>R.E. – 1st November Diwali<br><br>RE – Christmas Story  | Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.<br>Explore colour and colour-mixing.  | 7.11.24 Outdoor Learning Day<br>Hall Displays<br>CIN15.11.14 Stay and learn Maths 12 <sup>th</sup> and 14 <sup>th</sup> |                  |
|               |                                     | 11.11.24  | Occupations- Fire Service |   | LW- a<br>Text: Busy People- Fire Fighter                            |   |   |   |   | Make simple models which express their ideas.<br>Join different materials and explore different textures.  | Vets and Pets Day   |                  |
|               |                                     | 18.11.24  | Occupations- Vet          |   | LW- t<br>Text: Busy People Vet                                      |   |   |   |   |  | 27.11.24 Xmas Trim Up   |                  |
|               |                                     | 25.11.24  | Occupations- Doctor       |   | LW- p<br>Text: Busy People Doctor                                   |   |   |   |   |  | Assessed writing<br>5.12.24 Xmas Jumper and Lunch<br>Christmas Performance  |                  |
|               |                                     | 2.12.24   | Christmas                 |   | LW- j<br>Text: Nativity   |   |   |   |   |  | Pantomime 11.12.24  |                  |
|               |                                     | 9.12.24   | Christmas                 |   | LW- n<br>Text: Mog's Christmas                                      |   |   |   |   |  | Artworks  |                  |
|               |                                     | 16.12.24  | Polar Lands               |   | LW- m<br>Text: Fly Freddie Fly (1)                                  |   |   |   |   |  |   |                  |
| Spring 1      | Our Fascinating World               | 6 <sup>th</sup> Inset 7.1.25                                    | Polar Lands               | <b>Scissor Skills-</b> developing a grip, more advanced children to snip and travel, Bilateral tearing<br><b>Mark Making-</b> drawing anticlockwise circles, vertical and horizontal lines<br><b>Creating Sounds-</b> Use of voices songs, nursery rhymes and Beat Baby to create a steady beat.<br><b>Painting-</b> Mix 3 colours<br><b>Paintline-</b>             | N2 – LW – g<br>Text: A Dot in the Snow (2)                          | Make healthy choices about food, drink, activity and toothbrushing.                                   | Use one-handed tools and equipment, for example, making strips in paper with scissors.                | Number<br>Count everyday objects sometimes skipping numbers. Show finger numbers up to 5.<br>Compare quantities- more than, fewer than<br>Number<br>Explore marks/symbols to show numerals<br>Shape<br>Talk about and explore 2D shapes.  | Science –<br>To talk about the differences between materials and changes they notice.<br>Notice patterns and arrange things in patterns.<br><br>Geography-<br>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br><br>Show interest in different occupations.<br><br>Show interest in different occupations.<br><br>ICT – E-Safety | To create closed shapes with continuous lines and begin to use these shapes to represent objects.<br><br>N1-Respond emotionally and physically to music when it changes. | Stay and learn writing 14 <sup>th</sup> and 15 <sup>th</sup>  |                  |
|               |                                     | 13.1.25   | Polar Lands               |   | N2 – LW – o<br>Text: Penguin Small (1)<br>Looking at an Atlas (2)   |   |   |   |   | To sing the pitch of a tune by another person (Pitch Match)  | Chinese New Year 29.1.25<br>African Drumming  |                  |
|               |                                     | 20.1.25   | Africa                    |   | N2 – LW – c<br>Text: The Ugly Five (1)<br>Looking at an Atlas (2)   |   |   |   |   | To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.   | Assessed writing<br>Phonics Assessment  |                  |
|               |                                     | 27.1.25   | Africa                    |   | N2 – LW – k<br>Text: Ringo the Flamingo (1)<br>Why lion Roars (2)   |   |   |   |   | N1-Explore a range of sound-makers   | African Celebration with Food   |                  |
|               |                                     | 3.2.25  | Africa                    |   | LW – e<br>Text: Handa's surprise (1)<br>Atlas/ Non fiction text (2) |   |   |   |   |  |   |                  |
| 10.2.25       | Africa                              | LW – u<br>Text: Giraffe Can't Dance (1)<br>Handa's surprise (2) |                           |   |   |   |   |   |   |  |   |                  |
| Spring 2      | Let's Get Growing                   | 24.2.25   | Growing/Plants            | <b>Scissor Skills-</b> Develop effective grip and cut out shapes<br><b>Mark Making-</b> Effective grip, forming letters from own name<br><b>Creating Sounds-</b> Introduction of rhythm, use of voices songs and instruments  | LW – r<br>Text: Erols Garden (1), Seed to Sunflower (2)             | Make healthy choices about food, drink, activity and toothbrushing.                                   | Use one-handed tools and equipment, for example, making snips in paper with scissors.                 | Number<br>Subitising<br>Reciting past 5<br>Say one number for each item<br>Counting<br>Cardinal principle<br>Link numerals and amounts up to 5.<br><br>Number recognition   | Science -<br>Understand the key features of the life cycle of a plant and an animal.  | Take part in simple pretend play, using an object to represent something else even though they are not similar.<br>N1-Join in with songs and rhymes, making some sounds. | World Book Day 6.3.25   |                  |
|               |                                     | 3.3.25  | Growing/Plants            |   | LW – h<br>Text: Jaspers' Beanstalk (1), Titch (2)                   |   |   |   |   | Explore different materials freely, to develop their ideas   | RND 15.3.25   |                  |
|               |                                     | 10.3.25   | Growing/Plants            |   | LW – b<br>Text: Farmer Duck (1), Duck in the Truck (2)              |   |   |   |   | Plant seeds and care for   | Assessed writing<br>Mother's Day Cards  |                  |

