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| <p>Curriculum areas</p> | <p>All About Me</p>  | <p>Celebrations</p>  | <p>Traditional Stories</p>  | <p>Animals</p>  | <p>Child Initiated Topic (Chosen by the children)</p> | <p>Pirates/Seaside</p>  |
| <p>Personal, Social and Emotional Development</p>  | <p>All about me and my family</p> <p>What I like to do</p> <p>Making new friends Sharing and taking turns</p> <p>Learning rules and routines for my classroom and school</p> | <p>Building relationships with peers and adults</p> <p>Turn taking in conversations and activities</p> <p>Developing understanding of rules and boundaries within the learning environment</p> | <p>Managing feelings and behaviour – expectations and boundaries within familiar settings</p> <p>Personal safety, linked to how characters behave in stories</p> | <p>Managing feelings and behaviour – expectations and boundaries within new situations – farm visit</p> <p>Personal safety, linked to the farm visit</p> | <p>Showing care and concern for others and living things in our environment.</p> <p>Play co-operatively, listen to each other's ideas.</p> <p>Show sensitivity to others needs and feelings</p> | <p>Getting ready for my new class</p> <p>Learning about moving on and changes</p> |
| <p>Communication and Language</p>  | <p>Learning to listen to my friends and adults</p> <p>Sharing my ideas with my friends</p> <p>Listening to stories about family and friends and talking about the characters and events</p> | <p>Small group –speaking and listening activities to develop understanding and language skills</p> <p>Listen to whole class stories, responding to simple questions to develop story comprehension.</p> <p>Role play activities linking to own experiences of celebrations</p> | <p>Language based on traditional stories – through role play, and talking about setting, plot characters, behaviour appearance</p> <p>Re-telling stories using the vocabulary linked to the books shared</p> | <p>Language based on farm stories – through role play, reading and talking about setting, plot characters, behaviour appearance</p> <p>Re-telling stories using the vocabulary linked to the books shared Talk about favourite characters and reasons</p> | <p>Language based on the topic they choose.</p> <p>Talking about the similarities and differences.</p> | <p>Language based on seaside/pirate stories – through role play, reading and talking about setting, plot characters, behaviour appearance.</p> <p>Re-telling stories using the vocabulary linked to the books shared – share ideas about the characters and plot and how the story could be changed</p> |

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| <p>Physical Development</p>  | <p>Ring games and parachute games</p> <p>Developing gross motor skills using bikes, scooters, wooden blocks, hoops, balls</p> <p>Developing fine motor skills using pens, pencils, foam, play doh, beads, pegs, sand</p> | <p>Gymnastics</p> <p>Gross motor skill development through large construction model making</p> <p>Self care – hand washing, dressing and undressing independently</p> <p>Fine motor skills to develop pencil control through messy play, foam, chalking, sand and water</p> | <p>Dance</p> <p>Re-enacting stories by exploring movements on, under, around through climbing apparatus</p> <p>Health and self care – hygiene when preparing food, safe use of tools, hand washing and reasons for hygiene</p> | <p>Dance</p> <p>Developing movements on, under, around through climbing apparatus showing control and co-ordination</p> <p>Health and self care – hygiene when interacting with animals.</p> <p>Developing fine motor skills – pencil control, developing grip and letter formation</p> | <p>Outdoor games</p> <p>Re-enacting journeys by exploring movements on, under, around, through climbing apparatus .</p> <p>Developing fine motor skills – pencil control, developing grip and letter formation</p> | <p>Outdoor games sports day skills</p> <p>Team work – working together</p> <p>Re-enacting stories and journeys by exploring movements on, under, around, through climbing apparatus showing control and co-ordination</p> |
| <p>Literacy</p>  | <p>Sharing books with adults and talking about the pictures and text</p> <p>Introducing and developing phonics</p> <p>Writing using sounds, letter shapes and marks</p> <p>Talking about my writing and marks</p> | <p>Phonics – segmenting and blending words</p> <p>Writing using phonic knowledge and ascribing meaning to other marks</p> <p>Sharing stories linked to celebrations</p> <p>Writing invitations, cards, labels – in party shop role play</p> | <p>Mark making and writing based on stories, characters, plot and setting – application of phonic knowledge to record initial and dominant sounds in words</p> <p>Reading and sharing traditional stories in whole class and 1 to 1 activities</p> | <p>Mark making and writing based on farm stories, characters, plot and setting –Application of phonic knowledge to record initial and dominant sounds in words</p> <p>Writing simple sentences</p> <p>Writing information about farms, animals and re-count of farm trip</p> | <p>Mark making and writing based on The topic.</p> <p>Descriptions, captions and sentences and stories</p> <p>Reading stories and talking about what has been read</p> | <p>Writing based on seaside objects and pirate scenarios.</p> <p>Descriptions, lists, captions and sentences</p> <p>Reading seaside information, labels, captions and talking about what has been read</p> |

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| <p>Mathematics</p>  | <p>Number songs and rhymes Counting objects using 1 to 1 correspondence Reading numbers Comparing groups of objects – more and less Representing numbers with marks Looking at and describing patterns</p> | <p>Counting forward and backward in 1s from any small number 1 more and less than a number to 10 then 20 using objects Exploring 2D shape – names and properties Building models and pictures using 2D and 3D shapes Repeating patterns</p> | <p>Counting in 1s and 10s Reading and ordering numbers Counting objects demonstrating 1 to 1 correspondence Exploring weight, length and capacity using non-standard measures</p> | <p>Counting in 1s, 2s, and 10s Reading, comparing and ordering numbers Exploring 2D and 3D shape, time, sequencing and pattern</p> | <p>Counting in 1s, 2s, 5s and 10s Sequencing and ordering numbers Pictorial recording of addition and subtraction Money Problem solving</p> | <p>Counting in 1s, 2s, 5s and 10s Problem solving Pictorial recording of addition and subtraction Recording number sentences using +, - and = Exploring number pattern and sequences</p> |
| <p>Understanding the World</p>  | <p>My community My family Talk about things I have observed and experienced</p> | <p>Learning about different festivals and celebrations in our world Fireworks Eid Christmas Using simple computer programmes to produce patterns and pictures Using the IWB –using and completing a simple program</p> | <p>Technology – using simple programs, operating technological toys – Beebots The World – investigating changes over time – baking gingerbread men, exploring melting chocolate, ice Exploring natural materials found within our environment and linked to the story settings – woods, farm etc</p> | <p>The World – learning about the farm environment/zoo environment, showing respect, care and concern about living things Farm produce, foods that are grown on the farm and how we look after the growing food Exploring natural materials found within our environment and linked to the farm</p> | <p>Growing and planting Environment and habitats-Woods. Construction using natural resources. Making dens. Designing and making maps, programming the beebots using routes on the maps</p> | <p>The World – learning about the seaside environment, Exploring natural materials found at the seaside Finding similarities and differences between the seaside, our local environment and other environments we have visited/learnt about</p> |

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| <p>Expressive Arts and Design</p>  | <p>Imaginative play – exploring my home and family</p> <p>Creative exploration – paint, junk modelling, paper, glue, sellotape Explore colour, texture and shape</p> <p>Singing songs linked to number, sound patterns and family</p> <p>Explore music and song and how I move to it</p> | <p>Splatter paint pictures – exploring colour and pattern</p> <p>Repeating patterns – creating wrapping paper designs using 2D shapes</p> <p>Building models of places of worship, sketching and photographing</p> <p>Making Christmas cards and calendars</p> | <p>Being imaginative – role play activities exploring characters in traditional stories, acting out stories</p> <p>Exploring musical sounds to accompany characters and actions in stories</p> <p>Painting characters from traditional stories, decorating gingerbread men biscuits, creating pictures using natural materials</p> | <p>Being imaginative – role play activities exploring characters in farm stories, acting out stories</p> <p>Exploring musical sounds to accompany animal characters and actions in stories</p> <p>Painting pictures of animals, making large 3D farm animals using a range of materials and joining skills</p> | <p>Being imaginative – role play activities .</p> <p>Exploring musical sounds, .</p> <p>Creativity based on children’s chosen topic.</p> | <p>Being imaginative – role play activities exploring characters in pirate stories, acting out stories – based on pirate stories and journeys</p> <p>Exploring musical sounds to accompany seaside sounds</p> <p>Textured paintings – using sand</p> <p>Large seaside scenes – using natural materials</p> |
| <p>RE</p>  | <p>Ourselves, our families and our communities. Where do we belong? Personal experience, based upon home, school and the local community, will be the key focus for this unit. Children will look at how children are welcomed into Christianity and they will be encouraged to think about how people show that they belong to different groups. Finally, they will</p> | <p>Celebrating festivals and special occasions</p> <p>Places of worship linked to festivals and celebrations – Eid – Mosque Christmas - Church Christmas story</p> <p>Foundation production of The Nativity</p> | <p>Special books.</p> <p>What can we learn from stories from different religions?</p> | <p>Special books.</p> <p>What can we learn from stories from different religions.</p> | <p>Celebrations and Special Times</p> <p>What special times have you shared with your family?</p> | <p>Ourselves, our families and our communities</p> <p>What does it mean to belong?</p> <p>In what ways is our class a group and how do we show care for each other?</p> |

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| | consider what is special about belonging. | | | | | |
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