

Terms / Dates	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic / Theme	<u>Me, Myself and I</u>	<u>Celebrations</u>	<u>Travel/North America</u>	<u>Travel/South America</u>	<u>Mythical Creatures</u>	<u>Mythical Creatures.</u>
Personal, Social and Emotional Development	<p>Setting routines indoors and outdoors</p> <p>Sharing</p> <p>Class ideas of Do's & Don't's and reasons why...</p> <p>Promoting asking for help.</p> <p>Confidence to speak to others about home and community.</p>	<p>Coats & shoes/wellies- promoting independence</p> <p>Celebrations (Harvest, Bonfire night, Moon Festival (chinense),Christmas) and introducing respect for differences.</p> <p>Can accept and value praise for their achievements.</p>	<p>Aware of own feelings and has an understanding how my actions affect other people.</p> <p>Learning to listen to others and change behaviour as a result (use of green line and thinking time).</p> <p>Can tolerate delay, and understands wishes may not be met.</p>	<p>Taking steps to resolve conflicts, playing co-operatively, taking turns- using talk partners and play partners effectively</p> <p>To choose the activities and resources they need.</p> <p>Enjoys responsibility for carrying out small tasks e.g special helper.</p>	<p>Initiates play offering for peers to join them and take on board others ideas about what to do and how to do it (using play partners if needed). Showing sensitivity to others needs. To become more confidant towards unfamiliar people.</p>	<p>Developing positive relationships with peers and adults- asking for help, helping others- saying if they don't need help. To play in a group. To begin to take changes in routine in their stride- class swaps "what is year one like?"</p>
Communication and Language	<p>Discuss myself and my family and pets</p> <p>Use talk partners to aid speaking</p> <p>Number rhymes</p> <p>Role play: home corner, vets etc. To respond to simple instruction.</p>	<p>Discuss 'What I do as a family and what others do'.</p> <p>Introduce new vocabulary relating to celebrations. Can follow directions.</p> <p>Listens to others in a small group e.g Monday chatty groups.</p>	<p>Listens to traditional stories.</p> <p>Use Pi Corbett style story maps to look at traditional Inuit stories and use talk partners to discuss and ask questions</p> <p>Story sequencing using different tenses.</p> <p>Say what they think might happen next in the story.</p>	<p>Discuss similarities and differences between north and South America</p> <p>To focus attention when sharing traditional South American stories and modern jungle stories e.g walking through the jungle, and join in with the rhyme in these stories.</p>	<p>To listen and respond to how and why questions in stories. To use talk to connect ideas in the role play area.</p> <p>To join in songs and rhymes.</p>	<p>Beginning to use more complex sentences to discuss Mythical Creatures.</p> <p>Shows and understanding of prepositions in play.</p> <p>To begin to understand how and why questions during 'story time'.</p>

<p>Physical Development: Moving & Handling Health & Self Care</p>	<p>Awareness of body parts/ functions and health through action rhymes/gym/dance. Wash and dry hands/ independent toileting. Brain gym/ writedance. Using scissors.</p>	<p>Using the outdoors safely/moving large objects; building action rhymes/gym/dance . Balance bikes/trikes. Brain gym/ writedance. Dresses independently for forest school.</p>	<p>Children learn about eating a healthy range of foodstuffs and cut up and taste new foods from North America. Brain gym/write dance. Inuit dance. Balance bikes and trikes.</p>	<p>Catching a large ball. Holds pencil correctly to form recognisable letters- writing their name. Aztec dance. Using clay modelling tools effectively and Safley.</p>	<p>They move confidently in a range of ways, safely negotiating space. Catching a large ball. Holds pencil correctly to form recognisable letters- writing their name.</p>	<p>They move confidently in a range of ways, safely negotiating space. Catching a large ball. Holds pencil correctly to form recognisable letters- writing their name.</p>
<p>Literacy:</p>	<p>Nursery Rhymes. Making pages for LJ's 'All about me', 'All about my family or pets Topic stories, starting school, pets (Ascribing meaning to the marks they make).</p>	<p>"Robot speak" words and learn rhymes like "Brown bread, brown bread.." Topic stories, Harvest, Guy Faulkes, Moon Festival, Christmas. Suggest how the stories might end.</p>	<p>Sharing traditional Inuit stories, handling books carefully, holding it the correct way up at turning the pages. Looking at books independently- trip to the Library Van/School Library.</p>	<p>Pi Corbett story retell of walking through the jungle, children to join in repeated refrains, and describe the setting and character in the book.</p>	<p>Sharing stories about mythical creatures, describing the illustrations, and key events. Recognising rhythm and alliteration.</p>	<p>Finding information from key text with support e.g what does a Gruffalo look like. Begins to recognise familiar words.</p>
<p>Mathematics: Number and Space, shape & measure (Mathematical language in play)</p>	<p>Number rhymes/games/ sequencing/ recognising/counting objects accurately Ongoing number skills/ shape.</p>	<p>Number rhymes/games/ sequencing/ recognising/countin g objects accurately Ongoing number skills/shape walks.</p>	<p>Number rhymes/games/ sequencing/ recognising/counting objects accurately repeated patterns Ongoing number skills/ problem solving/shape.</p>	<p>Number rhymes/games/ sequencing/positiona l language/constructio n with shapes/shape walks.</p>	<p>Number rhymes/games/ sequencing/ Recognising numbers Sequencing/construct ion with shape/ counting non-concreate objects, e.g jumps, claps.</p>	<p>Number rhymes/games/ sequencing/ Recognising numbers/ comparing groups of objects/ represent numbers.</p>

<p>Understanding the world: People & communities The world Technology</p>	<p>Similarities and differences Growing up/ Body parts/ testing senses: I can When I was a baby Where I live. People who help us.</p>	<p>Observe changes to trees and plants. Similarities and differences in cultures: Harvest, Moon Festival, Christmas.</p>	<p>Exploring what we know about our planet, looking at different environment of North America. Espresso Clips. Use of control technology e.g. IWB.</p>	<p>Discuss how things work and why e.g boats etc. using digital cameras, phones etc. Espresso clips. Toys with moving parts.</p>	<p>Looking at mythical creatures home - show care for their environment, and discuss why we need to look after it.</p>	<p>When looking at mythical creatures, make observations of animals and explain why some things occur and talk about changes-</p>
<p>Expressive Arts & Design Media & materials Being Imaginative</p>	<p>Autumn colour walk. Singing nursery rhymes with actions. Ring games. Explores sounds and rhythm.</p>	<p>Construction Firework paintings. Moon Festival Big art use of texture and natural objects.</p>	<p>Construction - building an igloo. Inuit Music and dance.</p>	<p>Using clay to design Aztec pyramid. Rio carnival dancing and costumes.</p>	<p>Construction - a home for a mythical creature. Big art - story scenes.</p>	<p>Designing own mythical creatures, exploring colour shape and texture. Painting mythical creatures.</p>
<p>Special events to include religious/ cultural festivals</p>	<p>Harvest festival assembly. Visits from people who help us. Circus skills.</p>	<p>Christmas assembly and trip to local Abbey</p>	<p>Trip to Library van/ school library.</p>	<p>Easter assembly and trip to local Abbey.</p>	<p>Mythical creature hunting.</p>	<p>Sports day/ Summer Picnic</p>