

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Who am I? (All About Me)</p> <p><i>Experiential Learning: Tour of School</i></p> <p><u>Context:</u> Welcoming to Nursery: Learning expectations and values. Developing an individual sense of self and building relationships.</p>	<p>Why do we Celebrate? (Festivals and Celebrations)</p> <p><i>Experiential Learning: Family trip to Acton Park, Porridge Tasting & Baking Gingerbread</i></p> <p><u>Context:</u> The chance to find out about and explore a range of celebrations and the different cultures that celebrate them.</p>	<p>What is 'Out of this World'? (Space)</p> <p><i>Experiential Learning: Visit from Planetarium.</i></p> <p><u>Context:</u> To discover what is Out of this world, develop a basic understanding of Space and how it has inspired others.</p>	<p>How do things change? (Growth and Change)</p> <p><i>Experiential Learning: Growing Cress and Planting Seeds. Tasting Avocado</i></p> <p><u>Context:</u> To explore and investigate growth and change over time.</p>	<p>Where can you find me? (Animals and Habitats)</p> <p><i>Experiential Learning: Trip to the Farm and Chicks in School to observe chick life cycle.</i></p> <p><u>Context:</u> To study a range of animals and investigate their habitats.</p>	<p>How do we move? (Transport, Journeys and transition)</p> <p><i>Experiential Learning: Trip to local Tube Station and Plane Spotting from playground. School transition visits.</i></p> <p><u>Context:</u> To identify different modes of transport and explain the purpose of travel. To reflect on achievements in Nursery and transition into School.</p>
Books and Rhymes	<p>Core Texts:</p> <ul style="list-style-type: none"> What I like about Me Maisy goes to Nursery Peppa's family <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Hello, Goodbye Song Days of the Week Doctor Foster Finger Family Heads, shoulders, knees and toes Wind the bobbin up. 	<p>Core Texts:</p> <ul style="list-style-type: none"> Pumpkin Soup Hovis the Hedgehog Kipper's Birthday Sammy Spider's First Hanukah Goldilocks and the Three Bears The Gingerbread Man My First Christmas <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Incy Wincy Spider If your happy and you know it. Five Little Snowmen Pat a Cake Happy Birthday 	<p>Core Texts:</p> <ul style="list-style-type: none"> Zoom Rocket Zoom On the Moon Goodnight Spaceman How to Catch a Star <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> 5 Little men in a flying saucer. Zoom Zoom Zoom were going to the Moon. Twinkle Twinkle Little Star 	<p>Core Texts:</p> <ul style="list-style-type: none"> Avocado Baby The Very Hungry Caterpillar The Little Red Hen Titch The Gingerbread Man <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Rock a bye Baby Miss Polly had a Dolly Round and Round the Garden Rain Rain Go Away 	<p>Core Texts:</p> <ul style="list-style-type: none"> Dear Zoo Rumble in the Jungle Monkey Puzzle Duck in the Truck Farmyard Hullabalalu Shark in the Park <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> Old McDonald had a farm 5 Little Ducks 10 Cheeky Monkeys Walking through the Jungle Three Blind Mice 	<p>Core Texts:</p> <ul style="list-style-type: none"> Emergency! The Journey Home from Grandpas The Noisy London Tube Where do Jet planes sleep at night? Busy Boats I am absolutely too small for school. <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> 10 Little Fireman The Journey Home from Grandpas Row Row Row your Boat The wheels on the Bus
Key Questions	<ol style="list-style-type: none"> Who am I? Who is in my family? What can I do at Nursery? What is a friend? Who do I look like? What do my friends at Nursery look like? Who is special to me? 	<ol style="list-style-type: none"> What is Halloween? What do we remember? How old are you? What is Eid? How is Hannukah celebrated? Why do we celebrate Christmas? What do you celebrate? 	<ol style="list-style-type: none"> What is a rocket? Where do rockets go? What can you see on the moon? What is Space? How could you inspire the future of space? Why do we have stars? 	<ol style="list-style-type: none"> How have I grown? What did the caterpillar eat? How do you bake bread? What happens to seeds? How fast can you run? 	<ol style="list-style-type: none"> What animals can be kept in a zoo? Who makes the jungle rumble? How could you camouflage yourself? How does a chick hatch? What do we get from animals? What can you see through your telescope? 	<ol style="list-style-type: none"> 999.What is your emergency? How do you travel to school? Have you been on a tube before? How do aeroplanes fly? Why do boats float? How do we keep safe on our way to Nursery? What is your reflection on your own personal journey? What are you looking forward to as you start school?
PSED	<p>-Welcome to Nursery. Introduction to rules, values and routines.</p> <p>-Children to separate from parents.</p> <p>-Develop sense of self and ability to identify how I am unique by describing what I and my friends look like.</p>	<p>-Develop an awareness of festivals and celebrations within their own culture and that of others.</p> <p>-To make links with and describe their own experiences eg their birthday.</p> <p>-Initiate interactions with other children in play.</p>	<p>-Encourage children to talk confidently and listen to others in Key Worker Groups.</p> <p>-Develop friendships, how to be a good friend, how to play co-operatively, take turns and share resources.</p>	<p>-Develop confidence to try a range of activities and explore new situations eg tasting avocado.</p> <p>-Develop an awareness of their personal journey from being a baby.</p> <p>-Adapt behaviour to a range of situations</p>	<p>-Be aware of and confidently verbalise when they need help.</p> <p>-Identify and discuss how they and others show feelings.</p>	<p>-Children to welcome and value praise for their achievements.</p> <p>-Adapt behaviour appropriately and take changes of routine in their stride eg school trips, transition.</p>

	<ul style="list-style-type: none"> -Build relationships with peers and key adults. -Introduction of Key Worker Group and daily group time. -Children can identify what they like to play with at Nursery. 					
PD	<ul style="list-style-type: none"> -Independence with Health & self care <ul style="list-style-type: none"> – using the toilet and washing hands independently. -Using indoor and outdoor equipment & tools safely -Develop fine motor movements when junk modelling and building. -Using a range of one handed tools to manipulate a range of materials. -painting a self-portrait. -Ability to feed self during milk / snack time. 	<ul style="list-style-type: none"> -Safe use of indoor and outdoor tools. -Beginning to take risks within the environment -Becoming independent at snack/ milk time. -Continuing to develop fine motor skills. -Manipulate a range of materials to create celebration cards. 	<ul style="list-style-type: none"> -Use a range of one handed tools safely eg scissors to change materials. -Manage risks and challenge themselves to use indoor and outdoor equipment safely. 	<ul style="list-style-type: none"> -Beginning to use writing equipment effectively. -Manage risks and challenge themselves to use indoor and outdoor equipment safely. -Showing growing independence at milk and snack time. -Develop independence with dressing and un dressing eg coat and shoes. 	<ul style="list-style-type: none"> -Show increasing control when using one handed tools and equipment. -Use tools effectively to manipulate materials safely for a purpose. 	<ul style="list-style-type: none"> -Develop pencil control and use a tripod grip when mark making. -Personal safety when crossing roads. -Be independent with health and self care including toileting, dressing , undressing & changing shoes.
C & L	<ul style="list-style-type: none"> -Encourage children to listen in a range of situations to adults, parents and to each other. -Children to say who is in their family -Children to recognise and respond to familiar sounds. -Listen to and follow directions, understanding the routines. -Phonological awareness activities. 	<ul style="list-style-type: none"> -Understand and follow instructions -Listen attentively during key worker group session and respond appropriately. -Identify and clap the syllables in their names and individual words. -Recognise the rhythm in words and Nursery Rhymes. 	<ul style="list-style-type: none"> -Listen with interest to stories and rhymes. -Join in with and learn repeated refrains in stories and rhymes eg zoom rocket zoom. 	<ul style="list-style-type: none"> -Respond appropriately to questions eg who, what, where. --Children to maintain their attention appropriately. -Children to talk about their own personal journey, how they have grown and how they have changed. -To describe change over time in the correct sequence eg observing cress growing 	<ul style="list-style-type: none"> -Understand and use positional language to describe where the animals and the box is. -Retell experiences in the correct order eg chick life cycle. 	<ul style="list-style-type: none"> -Use talk to organise and sequence their thoughts, feelings and events. -Answer how and why questions appropriately.
L – R & W	<ul style="list-style-type: none"> -Learning how to handle books with care. -Joins in singing Nursery Rhymes and starts to fill in missing words. -Listens to stories. -Introduction of self-registration with name and picture. -Children to make marks to represent their name. -Large Scale Mark Making eg painting a picture of themselves 	<ul style="list-style-type: none"> -Introduce home library system. Children to choose books to take home -Fills in the missing words when singing Nursery Rhymes eg Miss Had a -Self register using picture. -Large scale mark making-Begin to hold one handed tools to paint pictures. 	<ul style="list-style-type: none"> Reading opportunities linked with areas of provision indoor and outdoor. -Begin Read Write Inc Phonics Set 1 sounds. -Encourage mark making / letter like shapes to represent names / model labels etc. 	<ul style="list-style-type: none"> - Look at books independently and know that information can be relayed in the form of pictures and words. -Read Write Inc Set 1 Sounds -Self Registration, reading their first name daily 	<ul style="list-style-type: none"> -Reading opportunities linked with areas of provision indoor and outdoor. -Continue with home library system. -Create and adapt versions of stories. -Children to self register first and surname with no picture prompt 	<ul style="list-style-type: none"> -Identify the initial sounds in words. -Writing opportunities will be provided indoor and outdoor across all areas of provision, -Self Registration, children write to sign themselves in daily.
M- N & SSM	<ul style="list-style-type: none"> -Counting within play eg blocks when building towers. -Introduction of daily Calendar maths singing days of the week and months songs -notice numbers, shape and pattern in the environment 	<ul style="list-style-type: none"> -Counting within play eg candles on birthday cakes. -Introduction of daily Calendar maths songs. -Numbers, shape and pattern in the environment, 	<ul style="list-style-type: none"> -Counting using books eg counting the number of stars. -Exploring pattern using printing. -Using 2D shapes appropriately for tasks. 	<ul style="list-style-type: none"> -Exploring measurement and language of weight and size eg when measuring ingredients for baking. -Shape and Number hunts in local environment 	<ul style="list-style-type: none"> -Understand and use positional language -Counting animals -Describe and compare the size of different animals and boxes (Dear Zoo) 	<ul style="list-style-type: none"> -Use language of capacity & size representations of boats, trains etc.
UTW	<ul style="list-style-type: none"> -press buttons and switches to interact with technology -To identify body parts eg head, knees. -Name family members -Describe what they look like -Identify similarities or differences between children in Nursery 	<ul style="list-style-type: none"> Show an interest in different cultures, festivals and celebrations. -Show care, concern and respect for each other. -Names the celebrations that they celebrate. -Begins to show experiences of the world within role play eg making tea 	<ul style="list-style-type: none"> -Use of technology across all areas of the provision. -To comment in response to a video of Neil Armstrong landing on the Moon. -To investigate the solar system and begin to be aware of the planets and stars. 	<ul style="list-style-type: none"> -Plant Cress to observe and investigate the growth process. -Observing and discussing changes in food eg when cooking Gingerbread Men and melting butter on toast. -Understand how they have grown, what has stayed the same, what has changed? 	<ul style="list-style-type: none"> -Observations of animals and sea creatures. -Show care and concern for living things. Explain and plan how to take care of the chicks. -Talk about things that they have observed. 	<ul style="list-style-type: none"> -Use of technology across all areas of the provision. -Describe a range of transport that is used worldwide. -Reflect on their own personal journey and achievements -Understand the role of the Emergency Services.

	<p>-Have an awareness of own family and create a family tree,</p>			<p>Children to bring in baby photographs and use as a prompt.</p>		<p>-Identify a range of modes of transport and explain the similarities and differences between these.</p>
<p>EAD</p>	<p>Role Play: Home Corner -Mark marks to create representations of themselves. -Exploring the sounds / rhythm of different Nursery rhymes eg Heads Shoulders Knees and Toes.</p>	<p>Role Play: Celebration Bakery/Café -Begin to construct by joining materials together to create towers. -Developing imagination in role through small world and role play.</p>	<p>Role Play: Space Station -Acting out stories through role play. -Create rockets using junk modelling to go to the moon, spaceships and aliens. -Create a representation of a star</p>	<p>Role Play: Baby Clinic -Explore the sounds of musical instruments. -Explore colour and colour mixing. -Decorate a plant pot -Using a range of media and materials to create representation of story characters eg The Little Red Hen.</p>	<p>Role Play: Pet Shop or Vets -Combining a range of media and materials to create representations of animals. -Using media to create their own animal music/dance.</p>	<p>Role Play: Train Station -Junk modelling / constructing to design and create a mode of transport. -Using imagination to create their own stories.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Who am I? (All About Me)</p> <p><i>Experiential Learning: Tour of School. Visit from the School Nursery or Doctor.</i></p> <p><i>Context: Welcoming to School: Learning expectations and values. Developing an individual sense of self and building relationships.</i></p>	<p>Why do we Celebrate? (Festivals and Celebrations)</p> <p><i>Experiential Learning: Trip to Morrisons to buy Porridge & ingredients for baking Gingerbread. Tasting Pumpkin Polar Express themed day.</i></p> <p><i>Context: The chance to find out about and explore a range of celebrations and the different cultures that celebrate them.</i></p>	<p>What is 'Out of this World'? (Space)</p> <p><i>Experiential Learning: Visit from Planetarium. School trip to the Science Museum.</i></p> <p><i>Context: To discover what is Out of this world, develop a basic understanding of Space and how it has inspired others.</i></p>	<p>How do things change? (Growth and Change)</p> <p><i>Experiential Learning: Trip to a garden centre. Planting seeds and observing the growth process. Cooking and tasting vegetables.</i></p> <p><i>Context: To explore and investigate growth and change over time.</i></p>	<p>Where can you find me? (Animals and Habitats)</p> <p><i>Experiential Learning: Trip to London Zoo and Chicks in School to observe chick life cycle.</i></p> <p><i>Context: To study a range of animals and life cycles. To be able to compare and contrast habitats.</i></p>	<p>How do we move? (Transport, Journeys and Transition)</p> <p><i>Experiential Learning: Trip to Acton Fire Station and Acton Park to go Transport Spotting</i></p> <p><i>Context: To identify different modes of transport and how they have changed over the years. To reflect on their achievements throughout the year and transition into Year One.</i></p>
Books and Rhymes	<p>Core Texts:</p> <ul style="list-style-type: none"> Starting School Topsy & Tim start school Stickman Funnybones My 5 Senses. 	<p>Core Texts:</p> <ul style="list-style-type: none"> Pumpkin Soup Hovis the Hedgehog Sammy Spider's First Hanukah Lighting a Lamp The Gingerbread Man Goldilocks and the Three Bears How Many Sleeps till my Birthday? The First Christmas The polar Express The Jolly Postman 	<p>Core Texts:</p> <ul style="list-style-type: none"> Whatever Next On the Moon Man on the Moon Little Kids First Book of Space Aliens Love Underpants 	<p>Core Texts:</p> <ul style="list-style-type: none"> Jack and the Beanstalk The Enormous Turnip The Princess and the Pea Oliver's Vegetables How to grow a sunflower The Tiny Seed 	<p>Core Texts:</p> <ul style="list-style-type: none"> The Great Pet Sale Farmer Duck Handa's Surprise Finding out about Chicks The Odd Egg Giraffe's cant dance. Sharing a shell Billy's Bucket 	<p>Core Texts:</p> <ul style="list-style-type: none"> Non Fiction Emergency Services Amelia Earhart Oil! Get off our Train If I Built a Car Who sank the boat? The Naughty Bus The Dot Children's EExAT Journals
Key Questions	<p>8) Who am I?</p> <p>9) How do we look after ourselves and others?</p> <p>10) How can I explore my school?</p> <p>11) Who is in my family?</p> <p>12) Who are my friends?</p> <p>13) What does my body look like?</p>	<p>8) Trick or Treat, What will we learn this week?</p> <p>9) Why do we remember?</p> <p>10) How old are you?</p> <p>11) What is Eid?</p> <p>12) How is Hanukah celebrated?</p> <p>13) Why is Christmas celebrated?</p>	<p>7) What is Space?</p> <p>8) What does it look like on the moon?</p> <p>9) Would you like to go to the moon? Why?</p> <p>10) How many planets are in the Solar System?</p> <p>11) Does anyone live in Space?</p>	<p>6) How did the beanstalk grow?</p> <p>7) Who was able to pull the Enormous Turnip out of the ground?</p> <p>8) What happened to the Gingerbread Man?</p> <p>9) Why is a balanced diet important?</p> <p>10) How does a sunflower grow?</p>	<p>7) Which animal would make a good pet?</p> <p>8) Whose baby is this?</p> <p>9) What was Handa's Surprise?</p> <p>10) How do chicks grow/hatch?</p> <p>11) What can you find in a jungle?</p> <p>12) What is it like to live underwater?</p>	<p>9) What do you do in an emergency? Who do you contact?</p> <p>10) How can you travel in the air?</p> <p>11) What were trains like in the past and what are they like now?</p> <p>12) What is it like to be a train/bus driver?</p> <p>13) How do boats float?</p> <p>14) What kind of vehicle could you design for the future?</p>
PSED	<p>-Welcome to school.</p> <p>- Introduction to rules, values and routines.</p> <p>-Children to adapt their behaviour to different events.</p> <p>-Develop sense of self and ability to identify how I am unique.</p> <p>-Build relationships with peers and key adults.</p> <p>-Children to describe themselves and their family members.</p>	<p>-Develop an awareness of festivals and celebrations within their own culture and that of others.</p> <p>-Begin to describe similarities and differences between themselves and others.</p> <p>-To make links with and describe their own experiences eg their birthday.</p> <p>-Express preferences in relation to experiences eg favourite porridge topping, pumpkin tasting.</p>	<p>-Listen to the ideas of others and share knowledge and opinions towards learning.</p> <p>-Develop confidence to try a range of activities and explore new situations.</p> <p>-Adapt behaviour to a range of situations eg school trip to Science Museum.</p>	<p>-Develop confidence to try a range of activities and explore new situations eg tasting vegetables.</p> <p>-Children to suggest how they would like to take their learning forward.</p> <p>-Develop friendships , how to be a good friend, how to play co-operatively, negotiate, solve problems without aggression and help others. Eg who was a good friend to the Little Red Hen?</p>	<p>-Speak in familiar groups, talk about their ideas and choose resources they need to use for activities.</p> <p>-Be aware of and confidently verbalise when they do and don't need help.</p> <p>-Identify and discuss how they and others show feelings.</p> <p>-Talk about and adapt behaviour appropriately across a range of situations and use steps to negotiate and solve problems when needed.</p>	<p>-Children to welcome and value praise for their achievements.</p> <p>-Adapt behaviour appropriately and take changes of routine in their stride eg school trips, transition.</p> <p>-Children to explain their own personal achievements.</p>

PD	<ul style="list-style-type: none"> -Independence with Health & self care -Explain how we look after ourselves and others -Using equipment & tools safely eg scissors -Develop fine motor control using tweezers to pick up objects -Using a range of one handed tools to manipulate a range of materials. -Forming letter shapes correctly and holding a pencil effectively. -Confidence to try a range of foods, school lunches. 	<ul style="list-style-type: none"> -Safe use of indoor and outdoor tools. -Beginning to take risks within the environment eg climbing higher of climbing frame -Continuing to develop fine motor skills and show control when using a pencil -Manipulate a range of materials to create celebration cards. -Create a candelabra, Christmas card, eid card and mould a Diwali lamp 	<ul style="list-style-type: none"> -Use a range of one handed tools safely eg scissors to change materials. -Using a pencil effectively to correctly form letters. -Move physically in a range of ways in response to music eg Holst The Planets. -Discuss ways to keep healthy and safe and manage risks appropriately when using equipment eg not running with scissors 	<ul style="list-style-type: none"> -Using pens and pencils with increasing control to write CVC words. -Manage risks and challenge themselves to use indoor and outdoor equipment safely. -Using tools with good control eg measuring spoonfuls of soil when planting. 	<ul style="list-style-type: none"> --Move like animals in a range of ways. -Use a range of PE equipment with purpose and control eg bean bags, hoops, balls. -Children to manage physical risks and develop their awareness of personal safety. -Show control with gross and fine motor skills. -Use tools effectively to manipulate materials safely for a purpose. 	<ul style="list-style-type: none"> -Show control when writing, forming letters correctly. -Showing good control with small and large movements -Sports Day Games
PE Session Focus	Throwing & Catching 1) large balls 2) small tennis balls 3) Bean Bags in pairs 4) Large balls in pairs 5) small tennis balls in pairs 6) bean bags in pairs.	Balancing 1)Balancing Yoga 2)Gymnastics 3)Balancing Yoga 4)Gymnastics 5) Partner Balancing Yoga 5) Balancing obstacle course	Ball Skills 1) Kicking and stopping large balls 2) Football Game skills 3) Rolling and catching tennis balls 4) Kicking and Stopping Tennis Balls 5) Tennis Game skills	Team Games 1)Capture the Flag 2) Tug of War 3)Football 4)Basketball 5)Skipping Ropes 6) Pass the hoop through the circle	Team Games 1)Capture the Flag 2) Tug of War 3)Football 4)Basketball 5)Skipping Ropes 6) Pass the hoop through the circle	Sports 1) Egg and Spoon Race 2) Sack Race 3) Rally Race 4) Water and Sponge Race 5) Bean Bag Race 6) Sports Day event
C & L	<ul style="list-style-type: none"> -Encourage children to listen in a range of situations to adults, parents and to each other. -Children to demonstrate their understanding by answering a range of questions eg who, what, where, how. -Listen to a range of stories with increasing attention and recall. -Children to describe themselves and their families. -Join in with repeated refrains in stories eg Im stick Man that's me and I'm going back to my family tree. 	<ul style="list-style-type: none"> -Understand and follow instructions when making porridge and baking gingerbread. -Identifying the initial sounds in words. 	<ul style="list-style-type: none"> -Listen with interest to stories and rhymes. -Join in with and learn repeated refrains. -Understand and answer how and why questions. -Use language to Retell and create a range of stories in their own words using puppets, small world and in role play situations. -Children to maintain their attention appropriately. 	<ul style="list-style-type: none"> -Respond appropriately to questions eg who, what, where. --Children to maintain their attention appropriately. -To describe change over time in the correct sequence eg observing seeds growing. 	<ul style="list-style-type: none"> -Retell experiences from school visits and observations. -Verbalise their own stories using imaginative language influenced by their experience of books. 	<ul style="list-style-type: none"> -Show awareness of listeners needs -Being increasingly confident to talk in larger groups. -Present individual learning journeys through Reception.
L – R & W	<ul style="list-style-type: none"> -writing name and family members names -Drawing a room in school and labelling it. -labelling body parts -reading and recognising print in the environment -recognising and naming individual sounds -daily RWI set 1 speed sounds lesson 	<ul style="list-style-type: none"> -Introduce home library system. Children to choose books to take home -Children to write their name and initial letters when writing: invitations, cards, shopping lists and recipes. -Sequencing weekly story with first, next, then, last Using books to retell traditional tales using repeated refrains eg who has been eating my porridge? 	<ul style="list-style-type: none"> -Reading opportunities will be provided across all areas of provision. -Continue with home library system. -Writing opportunities will be provided indoor and outdoor across all areas of provision, -Children write initial and final sounds in words including letters from space, labelling the planets of the solar system, a recount of the trip and labelling a space suit. 	<ul style="list-style-type: none"> -Read and retell a range of traditional tales, fiction and non fiction texts. - Discuss characters, settings and plot. -Hot Seating – characters from a story. -Children to use their phonic knowledge in their writing and begin to write common irregular words. -Write to retell and create their own versions of traditional tales. -A wide range of writing including letters, recipes, recounts, description of plants. 	<ul style="list-style-type: none"> -Reading opportunities will be provided across all areas of provision. -Continue with home library system. -Use phonic knowledge to read books with simple sentences containing common irregular words. -Writing opportunities will be provided indoor and outdoor across all areas of provision, -Write sentences including common irregular words through a range of genres including descriptions of animals, transport fact files, a recount of school trip, life cycle of chicks. 	<ul style="list-style-type: none"> -Write simple sentences read by themselves and others including stories, recipes, recounts and life cycles. -Read a range of books decoding simple sentences.
M - N & SSM Maths Mastery	YR Unit 1: Early mathematical experiences YR Unit 2: Pattern and early number YR Unit 3: Numbers within 6	YR Unit 4: Addition and subtraction within 6 YR Unit 5: Measures- length YR Unit 6: Shape and sorting	YR Unit 7: Calendar and time YR Unit 8: Numbers within 10 YR Unit 9: Addition and subtraction within 10 YR Unit 10: Numbers within 15	YR Unit 11: Grouping and sharing YR Unit 12: Numbers within 20 YR Unit 13: Doubling and halving	YR Unit 14: Shape and pattern YR Unit 15: Addition and subtraction within 20 YR Unit 16: Money	YR Unit 17: Measures YR Unit 18: Depth of numbers within 20 YR Unit 19: Numbers beyond 20
UTW	<ul style="list-style-type: none"> -Use of technology across all areas of the provision. 	<ul style="list-style-type: none"> Show an interest in different cultures, festivals and celebrations. 	<ul style="list-style-type: none"> -Children to name the planets in the solar system. 	<ul style="list-style-type: none"> -Plant sunflower to observe and investigate the growth process. 	<ul style="list-style-type: none"> -Use of technology across all areas of the provision. 	<ul style="list-style-type: none"> -Use of technology across all areas of the provision.

	<ul style="list-style-type: none"> -Talks about use of technology within our homes. -Have an awareness of own family and create a family tree, -Show care, concern and respect for each other. -Identify similarities and differences between themselves and others. 	<ul style="list-style-type: none"> -Able to describe their personal experiences of celebrations within their culture. -Show care, concern and respect for each other. -Observe how ingredients change during baking. 	<ul style="list-style-type: none"> -Children to understand what stars are and how they form including the sun -Children to identify that they live on planet earth and to know what our planet looks like and how we can take care of it. -To develop an awareness of who Tim Peake and Neil Armstrong are and what they have achieved. 	<ul style="list-style-type: none"> -Observing and discussing changes in food eg when cooking Gingerbread Men and melting butter on toast. -To describe the taste, similarities and differences between fruit and vegetables -To investigate where foods come from. 	<ul style="list-style-type: none"> -Observations of animals and sea creatures. Discuss similarities and differences -Explain and plan how to take care of the chicks. -Take responsibility for looking after class chicks. -Match animals to their habitats and understand that different animals survive in different conditions. 	<ul style="list-style-type: none"> -Investigate what transport has been like in the past and what it is like now. -Identify a range of modes of transport and explain the similarities and differences between these. -Explore and investigate floating and sinking.
EAD	<ul style="list-style-type: none"> Role Play: Doctors or Home Corner. -Creating a range of representations of people, objects and events eg self portraits and family trees. -Exploring colour and shape using different tools eg sponges, brushes, tea staining, dye etc. -Creating collages using a range of media and materials for a purpose. -Represent everyday experiences eg cooking through small world and role play. 	<ul style="list-style-type: none"> Role Play: Restaurant or Cafe -Create Celebration Collages -Christmas and Eid Cards -Mould a Diva Lamp for Diwali -Developing imagination in role through small world and role play. -Design and make a birthday badge 	<ul style="list-style-type: none"> Role Play: Space Station Acting out stories. -Making own music and songs using instruments eg moon dance. -Create a solar system collage -paper Mache planets -Design a space helmet -Create a vehicle to travel to space like Baby Bear 	<ul style="list-style-type: none"> Role Play: Garden Centre or Farm Shop -Explore the sounds of musical instruments. -Explore colour and colour mixing. -Collage of the Tiny Seeds Journey through the seasons -Painting in the style of Van Gough Sunflowers -Constructing a representation of the Enormous Turnip. 	<ul style="list-style-type: none"> Role Play: Pet Shop or Vets -Creating stories or adapting stories to find an alternative ending through role play. -Combining a range of media and materials to create representations of animals. -Painting in the style of artists 	<ul style="list-style-type: none"> Role Play: Fire / Police Station or Airport -Junk modelling / constructing to design and create a mode of transport. -Using imagination to create their own stories. -Junk modelling / constructing to design and create a mode of transport for use in the future.