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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Seven areas of learning** |  | **Autumn** | | **Spring** | | | **Summer** | | |
|  | **Term** | **1A** | **1B** | **2A** | **2B** | | **3A** | **3B** | |
|  | **Theme** | **Marvellous Me!** | **Night and Day** | **Once Upon a Time** | **Down in the garden** | | **Off on an Adventure** | **Pirates and the seaside.** | |
|  | **Leading Question** | **Who are we?** | **When do we sleep?** | **Can we tell a story?** | **What can you see?** | | **Where might we go?** | **What is transport?** | |
|  | Possible provocations for child initiated learning | Curiosity cube  Family pictures | Autumnal objects and collections  Artefacts from other cultures | Three bears broken chair  Porridge | Seeds | | Pictures of Liverpool  Clock  Maps  Non-fiction books about different countries. | Small world vehicles | |
| C&L | L&A | Stories, Songs, Circle time, Letters and sounds, Role play/drama, Small world, Celebration of achievements. Chatty bats | Stories, Songs, Circle time, Letters and Sounds, Role play/drama, Small world, Celebration of achievements. Chatty bats | Stories, Songs, Circle time, Letters and sounds, Role play/drama, Small world, Celebration of achievements. Chatty bats | Stories, Songs, Circle time, Letters and sounds, Role play/drama, Small world, Class bear, Celebration of achievements. Chatty bats | | Stories, Songs, Circle time, Letters and sounds, Role play/drama, Small world, Class bear, Celebration of achievements. Chatty bats | Stories, Songs, Circle time, Letters and sounds, Role play/drama, Small world, Class bear, Celebration of achievements. Chatty bats | |
| U |
| S |
| L | Word reading and  comprehension | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spaces  Narrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spaces  Narrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spaces  Narrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spaces  Narrative Immersion | | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spaces  Narrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spaces  Narrative Immersion | |
| Writing | **Physical Development (*See Skill Practice) Gross and Fine motor development***  **Understanding writing and development**  **Visual Motor Integration** | | | | | | | |
| Physical:  **Proprioception (I)**  Gross Motor Skills  Involving: Head, eyes, shoulders, elbows, wrists, hands, fingers  **Fine manipulative**  **skills:** Fine Motor Strength, Fine Motor Control, Pincer grip, Hand arches, In-hand manipulation, Thumb opposition, Finger  isolation, Bi lateral co-  ordination  **Writing development**  Understanding of why it  is important to be able  to write and understand  that we write for a reason.  Using resources to make marks.  Random scribble.  Acknowledging marks they make.  Beginning to talk about marks.  Differentiating between writing and drawing.  **Visual motor Integration**  Enclose, Make lines, Draw a simple face, Draw a simple figure, Attempt observational drawing, Make letter like shapes, Draw writing patterns such as zig zags, waves and  **I - O + / X** | | Physical:  **Fine manipulative**  **skills:** Fine Motor Strength, Fine Motor Control, Pincer grip, Hand arches, In-hand manipulation, Thumb opposition, Finger  isolation, Bi lateral co-  ordination  **Writing development**  Understanding of why it  is important to be able  to write and understand  that we write for a reason.  Using resources to make marks.  Random scribble.  Acknowledging marks they make.  Beginning to talk about marks.  Differentiating between writing and drawing.  **Visual motor Integration**  Enclose, Make lines, Draw a simple face, Draw a simple figure, Attempt observational drawing, Make letter like shapes, Draw writing patterns such as zig zags, waves and  **I - O + / X**  Attempting to write own  name  Beginning to make  letter like shapes. | | | Physical:  **Fine manipulative**  **skills:** Fine Motor Strength, Fine Motor Control, Pincer grip, Hand arches, In-hand manipulation, Thumb opposition, Finger  isolation, Bi lateral co-  ordination  **Writing development**  Communicating ideas and thoughts through drawing.  Talking and Drawing.  Using imagination to draw a story.  Story scribing with an adult.  Asks adult to write.  Wants to copy words.  Talking about emerging writing  **Visual motor Integration**  Letter patterns: I - O + / X  Drawing a simple face  Drawing a simple figure  Using lines and enclosure to make  observational drawings.  Attempting to write own  name  Beginning to make letter like shapes.  Is able to:  Draw a detailed face  Draw a detailed figure  Draw detailed observational drawings.  Attempt to write own name with recognisable letter shapes and initial  letter in place.  Make recognisable letter like shapes  Writing emerges  Writing random letters  Writing initial sounds  Writing other words  Forming letters correctly  Writing 2 or more words  Writing short sentences | | |
| M | Number - Place Value - Numbers to 3  Comparing groups within  2d and 3d shape  Place Value Change within 3/5  Number bonds within 3/5  Space | | | Numbers to 5.  comparing numbers within 5  Addition to 5  Measure (Length, height and weight)  Number bonds to 10.  Subtraction  Exploring pattern | | | Counting on and counting back to and from 5/10  Numbers to 10  Numerical patterns  Composing and decomposing shapes  Volume and capacity  Sorting  Time | | |
| UTW | Past and present | Family celebrations  All about me, who am I and where do I live? What is a job?  Oral hygiene | Traditional Christmas Story  What is a celebration: Birthdays/ Diwali/Christmas  Remembrance Sunday | Easter Mothering Sunday Bible stories  Chinese New Year  Internet safety Pancake day: Links to other cultures  Celebrating difference | | New life Bible stories  Ramadan  First Day of Passover  Easter  The Queen’s Birthday (21st)  St George’s Day | Religions Bible stories  Eid Al-Adha | | Bible stories Father’s Day  International Day of Friendship |
| The Natural World | Talk about, observe and compare similarities and differences with where they live **Location and place knowledge** | Talk about, observe and compare similarities and differences with how things work.  Autumn | Talk about, observe and compare similarities and differences with patterns and change Changes that can be reversed - Ice  **Winter Human and physical** | | Talk about, observe and compare similarities and differences with living things Life processes/lifecycles.  **Spring Human and physical** | Talk about, observe and compare similarities and differences with materials.  **Summer Human and physical** | | Talk about, observe and compare similarities and differences with environments, places and objects. **Summer Human and physical** |
| Technology | Camera’s Ipad, Computers in CP. Keeping safe. | Camera’s Ipad, Computers in CP. Keeping safe. | Camera’s Ipad, Computers in CP. Keeping safe. | | Camera’s Ipad, Computers in CP. Keeping safe. | Camera’s Ipad, Computers in CP. Keeping safe. | | Camera’s Ipad, Computers in CP. Keeping safe. |
| PD | Gross and fine motor | Making snack Gross and fine motor skills Outdoor provision | Making snack Gross and fine motor skills Outdoor provision | Making snack Gross and fine motor skills  Outdoor provision | | Making snack Gross and fine motor skills  Outdoor provision | Making snack Gross and fine motor skills  Sports Day  Outdoor provision | | Making snack Gross and fine motor skills  Outdoor provision |
| PSED | Jigsaw | Being me in my world | Celebrating difference | Relationships | | Healthy me | Dreams and Goals | | Changing me |
|  | Managing self | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | * I will begin to separate from my parent/carer with confidence. * I will help my teacher to make the rules in class and understand them * I will wash my hands before and after using the toilet and having my snack. * I will begin to dress myself for outdoors play. | | | |
| Self-regulation | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | | | * I will say how I feel when my friends are kind to me. * I will listen in a small group. * I will follow simple instructions with support. | | | |
| Building relationships | Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. | | | | * I will play alongside my peers * I will share when supported by an adult. * I will talk about my feelings in class. | | | |
| EAD | Creating with materials | Self-portraits (DWW)  Observational drawings  collage | Observational drawing, printing, pattern | Self-portraits (DWW)  Easter card Mother’s Day\* card/gift  \*Special person | | Observational drawings, pressing flowers, leaf rubbings | Self-portraits (DWW) Observational drawings. | | Father’s Day card/gift\*  \*Special person  Colour mixing |
| Being Imaginative | Home corner/  Pop up role play \*Decided by children’s interest and fascinations | Home corner/  Pop up role play \*Decided by children’s interest and fascinations | Home corner/  Pop up role play \*Decided by children’s interest and fascinations | | Home corner/  Pop up role play \*Decided by children’s interest and fascinations | Home corner/  Pop up role play \*Decided by children’s interest and fascinations | | Home corner/  Pop up role play \*Decided by children’s interest and fascinations |
| Planned events  \*See trip agenda | | Settling In | Nursery rhyme challenge  Stay and play: Settling In PSED/ C&L | Settling In | | Stay and Play: Reading  Life cycles/ Butterflies/ Pop up farm  Spring Walk | Settling In | | Stay and Play: Mathematics |