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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 cubeFamily pictures  | Autumnal objects and collectionsArtefacts from other cultures | Three bears broken chairPorridge | Seeds | Pictures of LiverpoolClock MapsNon-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 andcomprehension | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spacesNarrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spacesNarrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spacesNarrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spacesNarrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spacesNarrative Immersion | Phase 1 phonics/ Literacy Framework skills. Class reading area/ CF spacesNarrative Immersion |
| Writing | **Physical Development (*See Skill Practice) Gross and Fine motor development*****Understanding writing and development****Visual Motor Integration** |
| Physical:**Proprioception (I)**Gross Motor SkillsInvolving: 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, Fingerisolation, Bi lateral co-ordination**Writing development**Understanding of why itis important to be ableto write and understandthat 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, Fingerisolation, Bi lateral co-ordination**Writing development**Understanding of why itis important to be ableto write and understandthat 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 ownnameBeginning to makeletter like shapes. | Physical:**Fine manipulative****skills:** Fine Motor Strength, Fine Motor Control, Pincer grip, Hand arches, In-hand manipulation, Thumb opposition, Fingerisolation, 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 + / XDrawing a simple faceDrawing a simple figureUsing lines and enclosure to makeobservational drawings.Attempting to write ownnameBeginning to make letter like shapes.Is able to:Draw a detailed faceDraw a detailed figureDraw detailed observational drawings.Attempt to write own name with recognisable letter shapes and initialletter in place.Make recognisable letter like shapesWriting emergesWriting random lettersWriting initial soundsWriting other wordsForming letters correctlyWriting 2 or more wordsWriting short sentences |
| M | Number - Place Value - Numbers to 3 Comparing groups within 2d and 3d shapePlace Value Change within 3/5Number bonds within 3/5Space  | Numbers to 5.comparing numbers within 5Addition to 5Measure (Length, height and weight)Number bonds to 10.SubtractionExploring pattern | Counting on and counting back to and from 5/10Numbers to 10Numerical patterns Composing and decomposing shapesVolume and capacitySorting 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 StoryWhat is a celebration: Birthdays/ Diwali/ChristmasRemembrance Sunday | Easter Mothering Sunday Bible stories Chinese New YearInternet safety Pancake day: Links to other culturesCelebrating difference | New life Bible storiesRamadan First Day of Passover Easter The Queen’s Birthday (21st)St George’s Day | Religions Bible stories Eid Al-Adha  | Bible stories Father’s DayInternational 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 skillsOutdoor provision | Making snack Gross and fine motor skillsOutdoor provision | Making snack Gross and fine motor skillsSports DayOutdoor provision | Making snack Gross and fine motor skillsOutdoor 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.
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| 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.
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| 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.
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| 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 personColour 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: ReadingLife cycles/ Butterflies/ Pop up farm Spring Walk | Settling In | Stay and Play: Mathematics |