

Term	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Topic	All about me	Bears Celebrations	Yummy in my tummy / Healthy me	On the farm	In the jungle	At the seaside
Key Texts	In my Heart Meesha makes friends Hello Friend! Things I like – Anthony Brown Ten little fingers It's a little baby It's my Birthday	Goldilocks and the 3 bears Brown bear, brown bear The Everywhere Bear We're Going on a bear hunt	The very hungry caterpillar The tiger who came to tea Supertato Biscuit bear Non-Fiction - recipe books	Farmer Duck Rosie's Walk The very busy spider Have you got my purr? The gobble gobble moo moo tractor Non fiction From egg to chick	Walking through the Jungle Old Mikamba had a farm Giraffe's Can't Dance (revisit) Who is in the egg? Monkey Puzzle	The train ride Magic Beach Seaside Poems What the Ladybird heard at the seaside
PSED	Three and four year olds will:					
	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 					
	-Scarf scheme – Marvellous me, I'm Special, People who are special to me -Scarf scheme – When I was a baby, , friends and family -Routines – taking care of own self in the classroom -Accessing the classroom resources with support -How to share resources -Turn taking	Scarf scheme – me and my friends, including everyone Scarf scheme - Being my best, I can do it!	Scarf Scheme – What is safe to go in my body? Link to Jed and Ted drug aware Scarf scheme - What does my body need? Link to healthy habits including teeth hygiene.	Scarf scheme – people who help keep me safe. Scarf Scheme – Looking after myself, Looking after others	Transition work in preparation for full time school to begin.	Scarf scheme – Looking after my environment Re-visit keeping myself safe with focus on water safety, sun safety, people who keep me safe in busy places.
Ongoing adult interactions to support children in developing self-regulation through co-regulation and conflict resolution support. CoEL supported by adults while children are learning through play.						

PD	Three and four year olds will:					
	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 					
	PE: circle and ring games, taking off shoes and socks for PE. Large scale movement including shoulder pivot activities, developing core strength and coordination when crossing the midline.	PE: movement Physical stories exploring moving in different ways with control and coordination e.g acting out we're going on a bear hunt Dance: explore dance from around the world linked to celebrations Shoulder pivot activities to continue and introduce elbow pivot activities.	PE: Gymnastics movement Begin to gain control in movement such as hopping, jumping, rolling, skipping, balancing Teach basic rolls – log roll, egg roll and use small apparatus e.g benches and smallest tables for travelling along and jumping off Elbow pivot activities	PE: Using equipment Begin to gain control over equipment such as feathers, scarves, balloons and then beanbags and large balls Begin to work in pairs or small groups for passing/receiving objects. Wrist pivot activities	Larger apparatus for climbing and balancing e.g a-frames, narrower beams. Yoga – control, movement and balance, core control	Potted sports and races Yoga – control, movement and balance, core control
Ongoing – dough disco, squiggle while you wiggle, cutting skills, pattern tracing, daily access to outdoor learning equipment including trikes.						
C&L	Three and four year olds will:					
	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 					

C&L vocabulary	<ul style="list-style-type: none"> -Feelings; happy, sad, angry, scared, excited, worried -Body parts; head, body, legs, arms, eyes, hair, ears, nose, mouth, fingers, toes, elbows, knees -Family; mum, dad, brothers, sisters, grandparents, aunty, uncle, cousins 	<ul style="list-style-type: none"> -language of size – biggest, middle-sized, smallest -Colour vocab linked to brown bear brown bear -prepositions 	<ul style="list-style-type: none"> -Fruit vocabulary linked to the very hungry caterpillar, hatch, grow, change -Breakfast, lunch, dinner, snack -Healthy / unhealthy -Recipe, instructions 	<ul style="list-style-type: none"> -Positional and directional vocabulary -Farm animals vocabulary including animal young and names of animal homes e.f sty, barn, pen 	<ul style="list-style-type: none"> -jungle -globe -earth -hot -trees -vines -leaves -animals and descriptions e.g claws, teeth, stripes 	<ul style="list-style-type: none"> -sea -Beach -Sand -waves -hot -cold -countries -travel -holiday -aeroplane, train, bus, coach
Literacy	Three and four year olds will:					
	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately. 					
Literacy	Phase 1 phonics focusing on the 7 aspects					
	<p>Shared reading focuses on book orientation, the difference between print and illustrations.</p> <p>Exploring print in familiar environments e.g shop signs in the local community</p>	<p>Talk for Writing text – Goldilocks and the three bears</p> <p>Create story map of Goldilocks story – children to retell the story using the story map.</p> <p>Continue to model 5 print concepts.</p> <p>Shared reading focuses on being able to identify the characters, setting and recall key events in the story.</p> <p>Introduce non-fiction text about bears and explore differences between stories and information texts.</p>	<p>Continue to model 5 print concepts.</p> <p>Shared reading focuses on being able to identify the characters, setting and recall key events in the story.</p> <p>Introduce story sequencing using the very hungry caterpillar</p>	<p>Talk for writing text – Rosie’s Walk</p> <p>Create story map of Rosie’s walk – children to innovate</p> <p>Children to sequence story using language first, next, then.</p>	<p>-Create storymap of ‘Walking through the jungle’</p> <p>-descriptions of jungle animals using photographs</p> <p>-Children act out the story playing the parts of the animals</p> <p>-Continue to model print concepts and encourage children to begin to read with scaffolding e.g adults recognise the sounds and children blend them.</p>	<p>-Create seaside poems</p> <p>-Share travel brochures with children and explain their uses, reinforcing the print concepts and linking to travel agents role play</p> <p>-Children to create labels for seaside photos e.g. icecreams, sand, water, umbrella, bucket using some sounds they know</p> <p>-reading some important signs at the seaside that help to keep us safe.</p>

	<p>Mark making for different purposes e.g shopping lists, birthday cards, letters. Use children's current mark making development and model the progression of this.</p>	<p>Mark making for different purposes continues – model using letter shapes to convey meaning when mark making (grapheme may not match spoken sound)</p>	<p>Mark making for different purposes to include shopping lists and labelling, for example, children's own pictures, photos – focus on using letter shapes to represent sounds (model using a letter mat) and guide children in doing this.</p>	<p>Mark making for different purposes to include shopping lists and labelling, for example, children's own pictures, photos – focus on using letter shapes to represent sounds (model using a letter mat) and guide children in doing this.</p>	<p>Begin to use letters correctly to represent some sounds when writing, particularly those of importance e.g letters from family members names, familiar places, popular characters e.g <u>Peppa pig</u></p>	<p>Continue to use letters correctly to represent some sounds when writing, particularly those of importance e.g letters from family members names, familiar places, popular characters e.g <u>Peppa pig</u></p>
	<p>Ongoing – name recognition, tracing and writing, helicopter stories</p>					
<p>Maths</p>	<ul style="list-style-type: none"> See mastery overviews 					
	<p>Three and Four Year olds will:</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
<p>UW</p>	<ul style="list-style-type: none"> Explore family photos and compare looking at similarities and differences Explore where families come from using photos of home countries where appropriate Explore changes that have happened as they have grown from babies into children and what will happen as they continue to grow. Explore different occupations 	<ul style="list-style-type: none"> Explore different celebrations; Diwali, Eid, Christmas and talk about similarities e.g decorations, special clothes and food, giving gifts, spending time with special people etc and also differences that make that celebration special and unique e.g Diwa lamps, Rangoli patterns, Christmas trees. 	<ul style="list-style-type: none"> Plant cress seeds for making egg and cress sandwiches, observe changes that happen to the seeds, including decay. Lifecycle of a caterpillar – butterfly tent for observation of real time life cycle Food tasting Exploring occupations related to food e.g farmer, shop keepers, chefs Visit local shops to see what variety of foods we can try. 	<ul style="list-style-type: none"> Exploring different kinds of farms e.g crop farms and animal farms How do we care for animals? Who cares for animals when they are sick? 	<ul style="list-style-type: none"> Use Google Earth to look at where jungles are in the world – what is the jungle like? What is the weather like in the jungle? Do people live in the jungle? Compare Old Mikamba's farm to the farms we know – how is it different? 	<ul style="list-style-type: none"> Where could we go on holiday? Travel agents role play – look at what different places are like and choose the best holiday destination Compare the seaside to Sneinton using photographs/walking in the local area Pack a suitcase for our holiday – what do we need and why? Create an outdoor seaside area with the children. Children to bring in holiday photos and share them with their friends – where did they go? What did they do there etc.

EA&D	Three and four year olds will:					
	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 					
	-self portraits and line paintings of family members -Fruit and veg faces based on Guiseppe Arcimboldo -Musical interaction focussing on social aspect of music, listening carefully and responding at correct times with actions, sounds, movement.	-colour mixing linked to maths and 'mix it up' text/brown bear brown bear -Islamic geometry and Rangoli rings – Art based on the work of Samira Mian (Water colour geometric patterns using tape and spirograph) -use of rhythm sticks and untuned percussion instruments to explore sound, volume, tempo	-observational drawings of fruit and vegetables to be painted using water colours (Cezanne) -Symmetrical butterflies using ephemeral art – variety of small objects on black butterfly shape -Collage art based on the work of Brianna McCarthy (healthy bodies) -use of rhythm sticks and untuned percussion instruments to explore sound, volume, tempo	-Walk-thru art based on the work of Henry Moore (links heavily to physical dev and prepositional and directional vocab) -Responding to pieces of music focusing on emotions, likes and dislikes	-box modelling using 'it's not a box' -Sculpture using clay based on 'Giant Creatures' by Saint Phalles -Listen and respond to digital sound effects of the jungle	-In the wash (Turner) - The great wave (Hokusai) -Graffiti Art based on the work of Shamsia Hasani - big sheets to create seascapes using spray paint – Create outdoor art display -Exploring wave sounds with shakers, rain drums and tubes – record our beach sounds
	Ongoing – daily singing and rhymes including during phonics and maths inputs, weekly EYFS singing assembly with singing teacher, musical interaction during phase 1 phonics					
Trips and visits				<ul style="list-style-type: none"> Balance bikes 		<ul style="list-style-type: none"> In school visit by Zoolab (exotic animals) Farm visit