

## PSED:

Introduction of the class character (soft toy) and visits to children's houses.  
Establishing rules in the classroom.  
Building relationships with peers/teachers.  
What makes us special? - circle time activities.  
Healthy lifestyles - keeping my body safe (NSPCC Pantosaurus)



## Communication and Language:

Listening attentively to others (during carpet times, circle times, small group activities etc).  
Listening to stories.  
Following simple instructions.  
Answering how and why questions about their own experiences.  
To use talk to organise, sequence and clarify thinking ideas, feelings and events.



## Physical:

### Fine motor:

Mark making using different tools.  
Using tools for cutting and joining materials.

### Gross motor:

Introducing safety rules.  
Movement: exploring body parts.  
Developing spatial awareness.



## Literacy:

### Writing opportunities:

Mark making in self-initiated activities  
Talking for writing - teacher modelling writing  
Labelling (eg. body parts/features of the park)

### Reading (Sharing stories):

Enjoy an increasing range of texts  
To know that print carries meaning and in English is read from left to right and top to bottom

### Phonics:

Phase 1 (starting when all children are in school)

### Text/rhymes/songs to internalise:

Going on a Bear Hunt, The Three Little Pigs  
Head, Shoulders, Knees and Toes.



# Year R Autumn 1 Starting point: Farms

## Expressive arts and design:

Naming colours.  
Portrait (drawing/painting/natural materials).  
Pictures from seeds/ fruit/ leaves/ sticks

### Music:

Singing simple songs from memory, eg. '5 little ducks'.

### Role play/imaginative play:

Construction site  
Farm shop  
Three little pigs houses  
Building a tractor



## Back To Nature:

Establishing rules.  
Exploring nature area using the senses;  
What is growing?  
What can you hear?

## Computing:

E-safety  
Algorithm (PE)  
Programmable toys  
I-pads / laptops

## Cooking/food opportunity:

Tasting (using the senses)

## Trips/Visitors/Events:

Exploring the school grounds  
Visit from a tractor.

## Maths:

### Number:

Saying number names in order up to 5 (through rhymes).  
Counting up to 5 objects.  
Using mathematical language in their play.  
Recognising numerals to 5.  
Adding and subtracting up to 5.  
One more and one less.



### Shape, space and measure:

Using time to talk about my day.  
Sequencing events  
(in their day and seasons in the year).

## Understanding the world:

### World:

How do plants grow? What do they need to grow?  
Animals we find on a farm.  
Naming animals and their babies.  
How do the seasons change- what can we see, smell, hear, touch, taste?

### Technology: (see ICT)

### People & Communities:

Who works on a farm, what do they do?  
What happens on a farm?  
Look at sheep's wool and how it is turned into clothes.

## PSED:

Circle time activities - what makes a good listener  
Recognising / understanding feelings and emotions  
Staying safe (bonfire night/dark nights)  
Taking turns / sharing

## Communication and Language:

Listen attentively to others (during carpet times, circle times, activities etc)  
Listen to stories  
Follow simple instructions  
Answer how and why questions about their own experiences  
To use talk to organise, sequence and clarify thinking ideas, feelings and events.

## Physical:

### Fine motor:

Mark making using different tools (developing pencil hold and control)  
Using tools for cutting and joining materials

### Gross motor:

Matching movement to music (boom box)  
Dance (with ribbons like a firework)  
Balance spatial awareness. Santa's journey (over, under, throw apparatus)

## Literacy:

### Writing opportunities:

Firework patterns and sounds  
Party invitations  
Making celebration cards  
Shopping lists  
Captions for pictures

### Reading:

To recognise some graphemes and know their phoneme correspondence and begins to blend these sounds into simple words.  
To recognise phase 2 tricky words.

### Phonics: Phase 2

### Text/rhymes/songs to internalise:

Enormous Turnip  
Firework Song and Christmas songs.

Year R Autumn 2  
Starting point:  
Celebrations

## Maths:

### Number:

Counting forwards and backwards from 0-10  
Recognising numerals up to 10  
Identifying one more/one less than a number to 10  
Using mathematical language in their play

### Shape, space and measure:

Using words to describe 2d shapes  
Responding to commands involving positional language  
Using basic language linked to height and weight

## Expressive arts and design:

Colour mixing  
Pattern making (eg. Rangoli patterns)  
Sewing  
Music: Naming instruments, changing sounds (through songs eg. 'I hear thunder')  
Role play/imaginative play:  
Space station  
Photographers  
Santa's workshop

## Back To Nature:

Leaf fireworks  
Making decorations using natural resources  
Crowns with repeating patterns  
Elf houses  
Campfires

## Computing/ICT:

E-safety  
Mouse control  
Using a simple programme  
Cameras in PE  
Algorithm (PE)

## Cooking/food opportunity:

Making sandwiches (birthday party)  
Christmas baking

## Trips/Visitors/Events:

Family cafes (start this half term)  
Maths days  
Walk to Waterloo Park (Autumn/Winter)  
Christmas parties / decoration day  
Father Christmas visits

## Understanding the world:

Light and dark - shadow puppets  
Seasons  
Making sandwiches for birthday party  
Circle times: how have celebrated special occasions in the past?  
How are celebrations celebrated in different cultures and around the world?  
Decoration day (with parents) - to link with advent and how Christmas is celebrated  
Diwali

## **PSED:**

What are they good at (ie. exploring different children's strengths) - superheroes

Introduction of 'show and tell' - developing speaking and listening skills and turn taking skills

## **Literacy:**

*Writing opportunities:*

Letters to the fairies and elves/ dinosaur museum  
Recipes and ingredients for witches potions  
Using 'wow' words to describe monsters  
Superhero messages

*Reading:*

Begins to read words and simple sentences  
Begins to recognise digraphs and trigraphs and blends these when reading words  
To recognise phase 3 tricky words  
To know that information can be found in texts

**Phonics:** Consolidate phase 2/ Phase 3

**Text/rhymes/songs to internalise:**

The Gruffalo, Aliens love underpants,  
Dinosaur Romp, Five little men in a flying saucer,  
Five little monkeys (with dinosaurs)

## **Communication and Language:**

*During circle time and group activities:*

Listen carefully to what others say and start to respond appropriately

Show awareness of the listener when speaking

Follow more complex instructions

Answer how and why questions about stories/events

Talk about events in their past, present and future

## **Physical:**

Fine motor:

Focused handwriting activities: letter formation

Name writing

Gross motor:

Control and co-ordination

Balance

Skipping, shuffling

Dragon dancing (Movement and rhythm)

## **Maths:**

*Number:*

Saying number names in order up to 20

Recognising numerals up to 20

Ordering numbers beyond 10

Finding totals when two groups are joined together or when one group is taken from another (addition and subtraction)

Counting forwards or backwards from a given number (to 10)

*Shape, space and measure:*

Describing 2d shapes

Naming common 3d shapes

Continuing patterns

Ordering objects by size

Using positional language

Comparing objects by height, weight, length



## **Expressive arts and design:**

Using malleable materials - clay, plastercine, playdough (eg. dinosaur clay models)

Printing (eg. superhero outfits- fabric printing)

Collage - exploring texture

Papier-mâché dragon masks (Chinese new year)

*Music:* Beat and tempo, loud and quiet

*Role play/imaginative play:*

Explorers workshop/lab (palaeontologist)

Superhero gym

Monster cave

Puppet theatre - shows

## **Back To Nature:**

Making stick men

Gruffalo caves/tent building

Building spaceships/rockets

Hunting for dinosaurs

Pond dipping (tadpoles)

Stone decorating

Easter egg hunt

## **Computing/ICT:**

E-safety

Opening a programme

Using the internet

Cameras (filming stories)

Algorithm (PE)

## **Cooking/food opportunity:**

Healthy monster snacks

Witches potions - mixing ingredients

## **Trips/Visitors/Events:**

'People who help us' visitors

Trip to Dinosaur Park

Walk to Waterloo Park (Winter/Spring)

Science days

## **Understanding the world:**

Magnetism

Materials (naming common materials and identifying properties of them)

Carnivores/herbivores

Using malleable materials - clay, plastercine, playdough

Looking at artefacts - fossils and dinosaur bones

Fact and fiction

Time capsules

Story maps - plotting characters routes in stories

## **PSED:**

Sharing ideas in play  
Resolving conflicts with others  
Trying new activities

Continuation of 'show and tell' - developing confidence to speak in a group

## **Communication and Language:**

*During circle time and group activities:*  
Respond appropriately to what others say (whilst engaged in an activity)  
To ask others questions in response to what they have heard

To give simple instructions to others

## **Physical:**

### Fine motor:

Handling tools, objects, construction and malleable materials safely and with increasing control  
Focused handwriting groups (letter formation)

### Gross motor:

Maypole Dancing  
Ball skills- controlling the ball when:  
Throwing & catching  
Kicking

## **Literacy:**

### *Writing opportunities:*

Diary entries  
Postcards  
Maps/directions

### *Reading:*

To read and understand simple sentences  
To use phonics knowledge to decode (read) regular /high frequency and familiar words

**Phonics:** Phase 3

### **Text/rhymes/songs to internalise:**

Mrs Pirate  
Wheels on the Bus  
Row, Row your boat

Year R Summer  
term  
Starting point:  
Journeys

## **Maths:**

### *Number:*

Saying number names in order up to and beyond 20  
Counting up to 20 objects  
Identifying one more/one less from a number up to 20  
Using resources to find the total of two numbers/for solving mathematical problems involving subtraction

### *Shape, space and measure:*

Describing common 2d and 3d shapes  
Making patterns  
Using language linked to direction (eg. when using pirate maps)  
Recognising different coins (pirate treasure)

## **Expressive arts and design:**

Drawing - observational  
Paintings - watercolour, mixing colours  
Models with moving parts -transport (split-pin mechanisms)

### *Music:*

Musical patterns

Fast and slow

*Role play/imaginative play:*

Pirate ship  
Underwater world  
Seaside

## **Back To Nature:**

Using maps  
Directional language  
Following trails  
Imaginative play

## **Computing/ICT:**

E-safety  
Microscope  
2simple - music  
Algorithm (PE)

## **Understanding the world:**

How things move  
Floating and sinking  
Choosing/selecting own resources and tools  
Transport - moving parts  
Holidays in the past  
The wider world - visiting different countries on journeys  
Maps - looking at the wider world and exploring different countries

## **Cooking/food opportunity:**

Pirate party

## **Trips/Visitors/Events:**

Walk to Waterloo Park (Spring/Summer)  
Book week  
Faiths day

## **PSED:**

Talking about what they like/dislike  
'Caring for everyone and everything'  
Working in a team (group)

Changes - how to prepare and cope with changes  
Making new friends - preparing for transition to year 1

## **Communication and Language:**

*During circle time and group activities:*  
Respond to what they hear with relevant comments, questions or actions

To give a set of instructions to others  
To develop their own stories (narrative) by connecting ideas or events

## **Physical:**

### Fine motor:

Using equipment and tools effectively, including pencils for writing.

### Gross motor:

Balance  
Throwing at a target  
Travelling with control

## **Literacy:**

### *Writing opportunities:*

Lifecycles (sequencing - using connectives)  
Non-fiction writing about minibeasts/animals  
Using punctuation in sentences

### *Reading:*

To read and understand more complex sentences  
To read common irregular (tricky) words  
Talk to others about what they have read to show an understanding of the text

### **Phonics:** Phase 4

### **Text/rhymes/songs to internalise:**

The Very Hungry Caterpillar  
Incv Wincv Spider

Year R Summer  
term

Starting point:  
Living things

## **Maths:**

### *Number:*

Identifying and recognising numbers up to 20 and beyond  
Recording how many they have counted by writing a numeral  
Using resources to help solve mathematical problems involving sharing  
Counting in twos and tens

### *Shape, space and measure:*

Using ordinal numbers (eg. in races)  
Solving practical problems  
Ordering objects by height, weight, length

## **Expressive arts and design:**

Big art  
Animals /insects with moving parts  
Planning and evaluating work  
Choosing and selecting own materials and tools  
Music:  
Composing own music  
Making instruments  
*Role play/imaginative play:*  
Vets  
Garden centre  
Igloo

## **Back To Nature:**

Pond dipping  
Bug hunts  
Observational drawings  
Making bug hotels

## **Computing/ICT:**

E E-safety  
Programmable toys  
(robotic bugs)  
Learning how to print  
Algorithm (PE)

## **Cooking/food opportunity:**

## **Trips/Visitors/Events:**

Multicultural/art/science week  
Faiths day  
Strumpshaw Fen

## **Understanding the world:**

Features of living things  
Animals /insects with moving parts (split-pin mechanisms)  
Life cycles  
Planning and evaluating work  
Sequencing / ordering events in chronological order  
Habitats around the world - jungle, arctic  
Hot and cold climates  
Plants - naming main parts of a plant