			Reception 2021 -	2022		
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	If you go down to the woods today	If you go down to the woods today Celebrations	Once upon a time	Once upon a time	Wriggle and crawl	What's your superpower?
Books/Texts	The Gruffalo Don't Wake the Bear, Hare! We're Going on a Bear Hunt Leaf Trouble The Very Helpful Hedgehog Funny Bones Mini topics Autumn Harvest Spells and Sparkles - Halloween	Rama and the Demon King Sparks in the Sky The Only Way is Badger Owl Babies Stick Man Jolly Christmas Postman Mini topics Diwali (4/11) Spells and Sparkles - Bonfire Night Remembrance Day World Nursery Rhyme week (w/c 15/11) Hanukkah (w/c 28/11) St Andrew's Day (30/11)	Goldilocks and the Three Bears Jack and the Beanstalk The Gingerbread Man The Chinese New Year The Snowflake Mistake Mini topics Chinese New Year (1/2) Winter	The Three Little Pigs The Little Red Hen Little Red Riding Hood All About Easter It is Easter Time Mini topics Spring St Patrick's Day (17/3) World Poetry Day (21/3) Mother's Day (27/3) Easter	The Very Hungry Caterpillar Information texts about minibeasts The Tiny Seed What the Ladybird Heard Mini topics St George's Day (23/4) VE Day (8/5) Queen's Platinum Jubilee (2-5/6) Spring	Traction Man is Here Oliver's Fruit Salad Information texts about real life superheroes How to Save a Superhero Kindness is my Superpower Supertato Mini topics Summer Father's Day (19/6)

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Personal, Social	Whole class charter	Begin to resolve conflicts	Confident to try new	Show resilience and	Follow instructions involving	Explain the reasons for
and Emotional		with peers	activities	perseverance when faced	several ideas or actions	rules
Development	Routines and boundaries			with a challenge		
		Find solutions to conflicts	Adapt behaviour to		Express own feelings and	Consider and respect the
- (3)	Initiates play and keeps play	with support	events, social situations	Has good hygiene e.g.	modify behaviour according	feelings of others
	going by responding to what	ини заррог г	and changes in routine	washes hands without	to the situation	
	others say	Play cooperatively, taking	and enanges in rearing	reminders		Show resilience and
		turns with others	Beginning to develop		Manages own basic hygiene	perseverance when faced
	Begin to form positive	Turns with others	strategies to cope when	Begin to develop problem	and personal needs	with a challenge
	relationships with familiar		things go wrong	solving skills		
	adults	Fasten own coat	ge ge eng			Know and talk about the
	dduirs	8	Show kindness towards	Cooperate with peers in a		different factors that
	Develop friendships with	Dress and undress with		range of situations		support their overall
	· ·	increasing independence	others	Tange of structions		health and wellbeing e.g.
	peers		S	Show empathy in simple		
		Talk about feelings - sad,	Discuss how they feel	1 ' '		regular physical activity,
		happy, angry, worried	when things go well	ways		drinking plenty of water,
				Navalan atmatasia a ta		importance of good oral
		Begin to understand how		Develop strategies to		hygiene, healthy eating,
		others might feel		cope when things go		getting lots of sleep, being
				wrong		a safe pedestrian etc.
						Getting ready for Y1 -
						00g . 000/ 10. / 2
1						transition
						transition
Physical	Grass motor	Grage motor	Grass motor	Grass motor	Green motor	
Physical Development	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	transition Gross motor
Physical Development		·	·			Gross motor
	Move in a range of ways e.g.	Refine movement skills e.g.	Confidently and safely	Develop coordination,	Refine throwing and catching	
	Move in a range of ways e.g. hopping, skipping, running,	Refine movement skills e.g. hopping, skipping, jumping,	Confidently and safely use a range of large and			Gross motor Sports Day activities
	Move in a range of ways e.g.	Refine movement skills e.g.	Confidently and safely	Develop coordination, balance and agility	Refine throwing and catching skills	Gross motor Sports Day activities Develop and refine gross
	Move in a range of ways e.g. hopping, skipping, running, jumping	Refine movement skills e.g. hopping, skipping, jumping, climbing	Confidently and safely use a range of large and small equipment	Develop coordination, balance and agility Combine different	Refine throwing and catching	Gross motor Sports Day activities
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g.	Confidently and safely use a range of large and	Develop coordination, balance and agility	Refine throwing and catching skills Fine motor	Gross motor Sports Day activities Develop and refine gross motor skills
	Move in a range of ways e.g. hopping, skipping, running, jumping	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking,	Confidently and safely use a range of large and small equipment Develop body strength	Develop coordination, balance and agility Combine different movements with ease	Refine throwing and catching skills Fine motor Hold a pencil effectively -	Gross motor Sports Day activities Develop and refine gross
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g.	Confidently and safely use a range of large and small equipment	Develop coordination, balance and agility Combine different movements with ease Carries and balances a	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming	Confidently and safely use a range of large and small equipment Develop body strength Fine motor	Develop coordination, balance and agility Combine different movements with ease	Refine throwing and catching skills Fine motor Hold a pencil effectively -	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming	Confidently and safely use a range of large and small equipment Develop body strength Fine motor	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip Use paintbrushes with	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively Begin to develop a tripod	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all large movements	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing control	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles Fine motor	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine motor skills
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip Use paintbrushes with increasing control	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively Begin to develop a tripod grip	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all large movements	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing control	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip Use paintbrushes with increasing control Manipulate objects with	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles Fine motor Show preference for a	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively Begin to develop a tripod grip Continue to form	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all large movements Fine motor Hold and use scissors	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing control	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine motor skills
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip Use paintbrushes with increasing control	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles Fine motor Show preference for a dominant hand	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively Begin to develop a tripod grip	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all large movements	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing control	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine motor skills
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip Use paintbrushes with increasing control Manipulate objects with good fine motor skills	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles Fine motor Show preference for a	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively Begin to develop a tripod grip Continue to form	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all large movements Fine motor Hold and use scissors effectively	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing control	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine motor skills
	Move in a range of ways e.g. hopping, skipping, running, jumping Begin to negotiate space and obstacles Fine motor Develop pencil grip Use paintbrushes with increasing control Manipulate objects with	Refine movement skills e.g. hopping, skipping, jumping, climbing Develop ball skills e.g. throwing, catching, kicking, passing, aiming Begin to negotiate space and obstacles Fine motor Show preference for a dominant hand	Confidently and safely use a range of large and small equipment Develop body strength Fine motor Begin to hold and use scissors effectively Begin to develop a tripod grip Continue to form	Develop coordination, balance and agility Combine different movements with ease Carries and balances a range of objects Greater control over all large movements Fine motor Hold and use scissors	Refine throwing and catching skills Fine motor Hold a pencil effectively - using a tripod grip in almost all cases Use cutlery with increasing control	Gross motor Sports Day activities Develop and refine gross motor skills Fine motor Begin to show accuracy and care when drawing Develop and refine fine motor skills

		control a pencil Cut along a continuous line with scissors Dress with minimal help		Form recognisable letters, most of which are correctly formed Develop drawing skills		
		Begin to form some recognisable letters				
Communication and Language	Experiment with words Listen with increasing attention for a short period of time Begin to ask questions Use newly learnt vocabulary in contexts and role play situations Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Learn simple songs	Understand why listening is important Confident to recite rhymes Maintain attention when listening to stories Answer simple questions about a story Retell stories to a known sequence Use newly learnt vocabulary in contexts and role play situations Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Develop social phrases	Answer where and who questions Begin to retell stories Use newly learnt vocabulary in contexts and role play situations Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to articulate thoughts and ideas Begin to ask relevant questions Comment about what has happened in a story Learn simple poems and songs	Listen and concentrate for sustained periods of time Listen to and talk about stories and the characters in them Begin to retell stories Follow a story without pictures or props Answer how and why questions Use newly learnt vocabulary in contexts and role play situations Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Use complete sentences Describe events and objects with extra detail	Participate in increasingly complex conversations Craft well-formed sentences when expressing their ideas and feelings about their experiences Add detail to spoken descriptions Use newly learnt vocabulary in contexts and role play situations Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Sequence events in stories Learn simple poems and songs	Respond to listening to a story with relevant questions, comments or actions Use talk to aid problem solving and explanations Use appropriate tenses and conjunctions in speech, with modelling and support Hold conversation when engaged in back-and-forth exchanges Offer explanations for why things might happen
Literacy	Set 1	Set 1/2	Set 2	objects with extra detail Set 2	Set 2	Set 2
	Word reading and Comprehension Listen to stories	Word reading and Comprehension Look at books independently	Word reading and Comprehension Begin to read words and simple captions	Word reading and Comprehension Read words and simple sentences including words	Word reading and Comprehension Read and understand simple sentences including words	Word reading and Comprehension Use phonics to decode and knows some irregular

Describe main parts of a	Retell stories to a known	Comment about what has	with consonant clusters	with consonant clusters	words
story	sequence	happened in a story			
	l.,		Guided reading - simple	Guided reading - simple	Guided reading -
Hear and say initial sound in	Use newly learnt	Recognise some single	comprehension skills,	comprehension skills,	fluency, expression, simple
words	vocabulary in contexts and	letter sounds	questions	questions	comprehension skills,
347 ***	role play situations		Recognise some digraphs	Recognise some high	questions
Writing	Design to limb garrade to	Writing	Llas namb lasent	frequency words	Design to wood downs
Know initial sound in spoken words e.g. cat begins with c	Begin to link sounds to letters	Extend spoken	Use newly learnt vocabulary in contexts	Recognise some digraphs	Begin to read some polysyllabic words
words e.g. car begins with c	letters	vocabulary	and role play situations	Recognise some digraphs	polysyllabic words
Manipulate objects with	Begin to blend sounds into	Begin to develop a tripod		Writing	Anticipate key events in
good fine motor skills	simple words	grip	Recognise some high	Hold a pencil effectively -	stories
_	Continue a rhyming string	3	frequency words	using a tripod grip in almost	
Give meaning to marks		Continue to form		all cases	Use and understand
	Understanding of print -	recognisable letters	Recognise all single		recently introduced
Use language for a range of	letters - words		sounds	Write simple sentences	vocabulary
purposes		Recognise some familiar			
	Begin to recognise some	words	Writing	Use some simple punctuation	Say a sound for each
Develop pencil grip	high frequency words		Develop a tripod grip		letter in the alphabet and
114 1 4 15	***	Write simple labels and		Form sentences orally	at least 10 digraphs
Use baseline, ongoing	Writing	captions	Form recognisable	M/nits asses dispersion	David was do a su si stant with
assessments and planning to inform differentiation	Hear sounds within words		letters, most of which are	Write some digraphs	Read words consistent with their phonic knowledge by
injorm differentiation	Continue a rhyming string	Begin to use capital	correctly formed	Use ongoing assessments and	sound-blending
	Continue a rityming string	letters, finger spaces	\4/mi+a fam a manaa af	planning to inform	Sound-blending
	Develop muscle tone to put	and full stops	Write for a range of	differentiation	Read aloud simple
	pencil pressure on paper	Use ongoing assessments	purposes		sentences and books that
	F F	and planning to inform	Spell words using phonic		are consistent with their
	Begin to use pincer grip to	differentiation	knowledge		phonic knowledge
	control a pencil	any or omnarion	Miowicago		
			Form sentences orally		Read some high frequency
	Can identify and write		ŕ		words
	some phoneme/grapheme		Write simple captions and		Writing
	correspondences		begin to write simple		Form letters correctly
			sentences		
	Begin to use some				Spell words by identifying
	recognisable letter shapes		Read back own writing		sounds in them and
	to represent meaning				representing the sounds with a letter or letters
	Label with some initial		Begin to use capital		with a letter of letters
	sounds		letters, finger spaces and		Write simple phrases and
			full stops		sentences that can be read
	Begin to write simple		Write some digraphs		by others
	words for labels or lists		TVTTE Some digitaphis		, ,
			Use ongoing assessments		Write for different
	Write own name		and planning to inform		purposes
	I			I	1

Use ongoing assessments and planning to inform differentiation Mathematics Number Number to 10 focus Counting forwards and backwards 1:1 correspondence Sequencing Counting out a given number Number songs, rhymes and stories Begin to represent numbers using fingers Deep focus on individual numbers to 5 Count on individual numbers to 5 Count on individual numbers to 10 Deep focus on individual numbers to 1	and full e some high rds ssessments to inform
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he seen or moved composition of numbers Know number hands to 3 recognising notterns subtraction for	oonding
	acts
Numerical Patterns Deep focus on individual to 5 and 4 Compare quantities up to 10	
numbers to 5 Composition of numbers in different contexts Numerical	l Patterns
Compare quantities up to 5 One more/one less from a Numerical Patterns to 5 Know half of a number up to	
Verbally count to 10 and group of up to 5 Part whole model 10 Consolidating	skills
back Recognise small Find total number in two Share evenly Odd and even	numbers
Numerical Patterns quantities in familiar groups by finding out how Begin to know odd and even Verbally count	t beyond 20
patterns and random many altogether numbers to 10 Compare quan	tities up to
Compare quantities up to 5 arrangements Use language of more and Odd and even numbers 10 in differen	it contexts
Begin to continue ABAB Verbally count to 10 and fewer to compare	
patterns back Addition and subtraction	
facts Problem solving	
Talk about 2D shapes Begin to create ABAB Copy, continue	
patterns Numerical Patterns Use vocabulary relating to patterns with	e and create
Use positional language Compare length shape Use patterns	
Compare height Know doubles to 5 problem solving	varying rules
Use baseline, ongoing Continue ABAB patterns Verbally count to 20 Understand full/half full,	varying rules to support
assessments and planning to Talk about and describe Use simple non-standard Recognise small quantities empty/half empty Decompose sh	varying rules to support
inform differentiation patterns measures in familiar patterns and	varying rules to support ng
Correct errors in patterns random arrangements Recap 2D and 3D shapes Compare using	varying rules to support ng
Use ongoing assessments Compare quantities to 10 length and cap	varying rules to support ng napes

		Talk about 2D and 3D shapes Name some 2D shapes - rectangle, square, circle, triangle Use ongoing assessments and planning to inform differentiation	and planning to inform differentiation	Create ABAB patterns and begin to continue patterns of varying rules Make patterns with a range of resources Compare weight and capacity Use vocabulary relating to shape Recognise shapes within shapes Describe and name some 3D shapes - cube, cuboid, sphere, cone, pyramid Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Make and test predictions when comparing weight, length or capacity Use ongoing assessments and planning to inform differentiation
Understanding	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
the World	Members of their family	Role of people in society	Winter Olympics	Members of their family	Talk about the past using	Role of people in society
	Photographs	e.g. doctors, lollipop men	Similarities and	Similarities and	photographs, memories and	e.g. vets, dentists
	People, Culture and	and women, fire fighters	differences	differences	objects	Summer - clothing,
er w	Communities	Name and describe	People, Culture and	Talk about the past using	VE Day	holidays
	Harvest	familiar people	Communities	photographs, memories	People, Culture and	People, Culture and
	Halloween	People, Culture and	New Year	and objects	Communities	Communities
		Communities	Chinese New Year	People, Culture and	St George's Day	Father's Day
	The Natural World	Diwali/India/Food	China/Food	Communities	Queen's Platinum Jubilee	Maps
	Autumn	Bonfire Night		Local area walk	Al	- Al
	Water	Remembrance Day	The Natural World	Roads in the village	The Natural World	The Natural World Summer
,	Walci	·		l		
	Water	Hanukkah	Winter	Maps	Spring Minibeasts	Differences between
		Hanukkah St Andrew's Day	Ice investigation	Features of our local area	Minibeasts Caring for caterpillars	
	Use of iPads and IWB -	Hanukkah St Andrew's Day Christmas	Ice investigation Freezing and melting	Features of our local area Pancake Day	Minibeasts Caring for caterpillars Drawing pictures of animals	Differences between summer and autumn Compare different
		Hanukkah St Andrew's Day	Ice investigation	Features of our local area Pancake Day St Patrick's Day	Minibeasts Caring for caterpillars Drawing pictures of animals and plants	Differences between summer and autumn Compare different environments
	Use of iPads and IWB – games and 2simple	Hanukkah St Andrew's Day Christmas Churches and Mosques	Ice investigation Freezing and melting	Features of our local area Pancake Day St Patrick's Day Mother's Day	Minibeasts Caring for caterpillars Drawing pictures of animals and plants Growing cress heads	Differences between summer and autumn Compare different
	Use of iPads and IWB -	Hanukkah St Andrew's Day Christmas	Ice investigation Freezing and melting Light and dark	Features of our local area Pancake Day St Patrick's Day	Minibeasts Caring for caterpillars Drawing pictures of animals and plants	Differences between summer and autumn Compare different environments

		Floating and sinking Use of iPads, laptops and IWB - games and 2simple Exploring Beebots Baking	Baking	The Natural World Spring Differences between spring and winter Caring for the natural world Magnets and forces Beebots - instructional language Typing name and words CD player - interactive stories and songs Baking - melting	Typing sentences CD player - interactive stories and songs Use technology as a means of recording e.g. taking a picture of a model created using a camera/iPad	Explore mechanical toys from the past e.g. typewriter
Expressive	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
Arts and Design	Begin to create collaboratively Develop story lines in own play Explore a range of materials and tools Being Imaginative and Expressive Begin to use story telling in role play Explore and engage in dance	Create collaboratively Use simple joining techniques Use tools safely Use a range of techniques Develop story lines in own play Experiment with colour Being Imaginative and Expressive Recite familiar rhymes Use story telling in role play Tell stories from real events and personal experiences Retell stories to a known sequence	Construct with a purpose in mind Begin to make use of props and materials when role playing Being Imaginative and Expressive Enjoy moving to music Develop storylines in imaginative play Tap simple rhythms	Talk about what they have made Begin to perform by themselves or in a group Being Imaginative and Expressive Begin to retell stories Sing and learn a range of rhymes and songs Develop colour mixing	Express ideas using a range of artistic effects Explain the process they have used Being Imaginative and Expressive Invent own narratives and stories with others Sing and learn a range of rhymes and songs	Work collaboratively Develop projects over an extended period of time Being Imaginative and Expressive Demonstrate understanding of stories by re-telling Perform songs, rhymes, poems and stories with others Move in time with music

Possible trips/ visitors Engagement	Guisborough Woods trip Cook and bake throughout the year 'Hook' for topic engagement linked to the Gruffalo - footprints Supermarket role play	Enjoy joining in with rhymes and songs Develop colour mixing Play Factory trip Christmas performance Christmas post office role play Letter from Santa	Storyteller to visit Three bears cottage role play 'Hook' for topic engagement - signs Goldilocks has been in the three bears cottage Chinese food tasting Chinese café role play	Walk around the local area World Book Day dress up 'Hook' for topic engagement linked to Three Little Pigs (crime scene) Little Red Riding Hood - Grandma's cottage role	Monk Park Farm trip Live caterpillars Making cress heads Flower shop role play	Children's entertainer to visit 'Hook' for topic engagement linked to Traction Man (photographs of Traction Man around school) Vets/Doctors role play Superhero den role play
Parental engagement	RWINc/reading at home meeting iPad observations emailed Termly newsletter for parents Teddy bears' picnic Weekly activity/learning update for parents	Christmas craft afternoon Christmas performance iPad observations emailed Weekly activity/learning update for parents	Maths stay and play - games Maths at home meeting iPad observations emailed Termly newsletter for parents Weekly activity/learning update for parents	play Easter craft afternoon iPad observations emailed Weekly activity/learning update for parents	Writing meeting Termly newsletter for parents iPad observations emailed Minibeast ball Weekly activity/learning update for parents	Sports Day Sports Day iPad observations emailed Weekly activity/learning update for parents End of year report