



Hardwick Long Term Plan

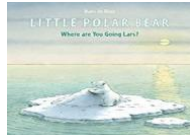
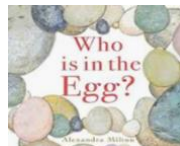
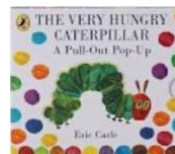
The curriculum overview provided, gives an insight into the learning in Hardwick Class for nursery and reception pupils. Each topic is subject to change as children express their own interests and experiences, as is the ethos of the National Early Years Curriculum. The majority of learning experiences in Hardwick Class are through play-based provision, active participation and exploring different areas of the classroom, both indoors and outdoors.	
Personal, Social and Emotional Development	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait 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. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.
	Managing self: Throughout the year children will develop self-confidence, resilience, respect and consideration for the feelings of others and self-regulation skills through routine and practises embedded in Hardwick class and daily provision and routines.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play. This enables the children to understand turn taking and working cooperatively.
Maths	Mastery Number NCETM and White Rose. See separate planning
Phonics	Phonics-click here for more information Little Wandle letters and sounds
The Natural World	Seasons will be covered daily though competition of class weather chart which includes seasons. In Hardwick class there is also a seasons table with natural materials and stories linked to the time of year.
PSHE	PSHE Matter: Derby and Derbyshire County Council Scheme of learning

Cycle A

Theme-Discovers				
Term-Autumn				
The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.				
	Autumn 1		Autumn 2	
Enquiry Question	What do I know about the past?		Who helps us in our community?	
Project	Our lives		Our community	
Topic Text				
Genre	Narrative	Explanation	Narrative/Persuasion	Lists
Hot Write outcome	Labelling body	Design and label a new chair for baby bear	Draw and write about a pet you would like.	Write a Christmas list
Hook	Photo Gallery-Staff as young Children		Visitors to school: Doctors, dentist, vet, police officer, fire officer	
Enrichment	Cookery-baking gingerbread people		Little Rescuers-First aid course for EYFS pupils	
Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, phonics, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.			
	Sharing photos and speaking about their families. Settling in activities and carpet times. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Sing rhymes and look at picture books.		Children will engage in co-play alongside adults throughout the day extending and supporting language development. Daily routines also include activities linked to developing speech and language skills Links to festivals children’s experiences, talking about shared experiences. Songs and rhymes. Listening to stories and developing vocabulary. Good listening skills.	
Literacy (Little Wandle Phonics Scheme is used in nursery and reception)	Nursery: Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Sequencing familiar stories	Reception: Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle	Nursery: Listening and discriminating sounds (environmental and initial sounds in words) Clap syllables in words. Alliteration – identifying a collection beginning with the same phoneme. Mark	Reception: Oral Blending of words, when reading. Oral Segmenting and saying sounds in order as they occur in words. Recognising phoneme made by individual letters of the alphabet. Recording letters in response

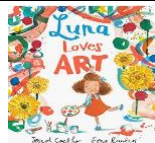
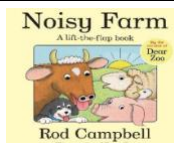
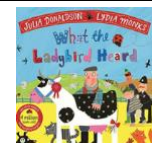
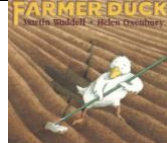
	through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	and end. Enjoys an increasing range of books.		making during role play and in continuous provision. Early letter formations in some words, such as name.	to sounds. Say and write the initial sounds, CVC words. Using some correct letter formation. Writing own name.
Expressive Arts and Design	Creating with Materials: Use different materials to create a self-portrait. Build models using construction equipment.	Being Imaginative and Expressive: Charanga – Me! Role-play - Home setting		Creating with Materials: Fire work pictures Paw prints and paint. Use collage materials on black paper to make X-rays. Christmas crafts	Being Imaginative and Expressive: Charanga -My Stories Role Play -Doctors or opticians
Understanding of the World	Past and Present: How have our lives changed over time? Their past and their life as a baby. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Exploring different types of family.	People, Culture and Communities: Talk about members of their immediate family and community. Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. RE – (F1) Why is the word ‘God’ so important to Christians?	The Natural World: Forest friends’ sessions Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Understand the changing season of Summer into Autumn.	Past and Present: Comment on images of people who help us. Compare and contrast characters from stories. Talk about the lives of people around them and their roles in society.	People, Culture and Communities: Explore different occupations and how they can help us and our community. Continue to develop positive attitudes about the differences between people. RE-(F4) What times are special and why? Christmas Nativity and Christmas
PHSE	Drug Education			Growing up	
Physical Development (outdoor/indoor provision planned and changed regularly to develop skills)	Gross Motor: AVSSP: Athletics, Dance Movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.			Gross Motor: AVSSP: Invasion Games (Handball) Teamwork, understanding simple rules, moving with control, sending and receiving, competition.	
	Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. Eat independently using a knife and folk.				

Cycle A

Theme-Explorers				
Term-Spring				
The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.				
	Spring 1		Spring 2	
Enquiry Question	How is Fritchley different to the polar regions?		What grows from an egg?	
Project	Polar Regions		Our World	
Topic Text	   		   	
Genre	Maps and labels		Information	Non-chronological report
Hot Write outcome	Lost and found map with labels/sentences		Poster or booklet on emperor penguin	Recount
Hook	Andy's Animal Raps: Polar Party Rap (BBC)		Caterpillar eggs to Butterfly kits	
Enrichment	Go on a winter/frosty walk around the school grounds – take photographs of frosty areas/ice on path/spider webs etc		School trip to a farm (white post).	
Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, phonics, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.			
	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions. To learn and talk about modes of transportation.		New vocabulary linked to topic. Sentence building when talking in conversations when talking to adults and peers. Explaining what they can and recount how caterpillar eggs have grown.	
Literacy (Little Wandle Phonics Scheme is used in nursery and reception)	Nursery: Listening to stories. Engage in extended conversations about stories and texts, learning new vocabulary. Talk about where they live in comparison to arctic regions and discuss differences.	Reception: Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.	Nursery: Early letter formations in some words, such as name. Engaging in conversations about topic. Sequencing life cycle of an egg picture	Reception: Oral Blending of words, when reading. Oral Segmenting and saying sounds in order as they occur in words. Recognising phoneme made by individual letters of the alphabet. Recording letters in response

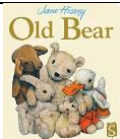
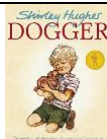
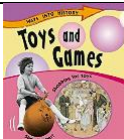
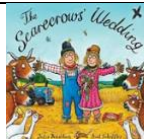
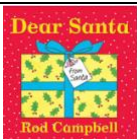
	Learning new nursery rhymes and actions.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.		to sounds. Say and write the initial sounds, CVC. Using some correct letter formation. Writing own name.
Expressive Arts and Design	Creating with Materials: Seafood tasting – different types of fish. Arctic landscape pictures, winter pictures, snowflakes Penguin pictures.	Being Imaginative and Expressive: Charanga –Everyone! Role-play -Igloo	Creating with Materials: Origami caterpillars Easter egg pictures Chick Collage pictures Easter cards	Being Imaginative and Expressive: Charanga -Our World Role Play - Vets
Understanding of the World	People, Culture and Communities: Talk about features of where we live Where are the Polar Regions on a globe? Recognise the Arctic and Antarctic are different from where we live. RE – (F5) Being special where do we belong?	The Natural World: Compare habitats, similarities and differences between animals. Explore senses: touch/sight/hear/smell/taste by feeling ice and changing states of matter: Ice to water Begin to understand human impact on environments.	The Natural World: Forest friends’ sessions Explore different types of eggs. Explore changes of state: A raw egg to a boiled egg Look at the life cycle of a hen egg Taste different types of egg: Hen egg, quail egg and chocolate egg. Know how to care for a hen’s egg in order for it to hatch Materials: What material best protects an egg? Investigate materials. RE -(F4) What times are special and why? (Easter)	
PHSE	Changes		Being Me	
Physical Development (provision provided and changed regularly to develop skills)	Gross Motor AVSSP: Dodgeball Aiming, dribbling, pushing, throwing & catching, patting, or kicking.		Gross Motor: AVSSP: Gymnastics Develop a range of skills: rolls, balances, jumps, hops, skips, travel, body shapes. Learning how to use them in different ways and to link them to make actions and sequences of movement.	
	Fine Motor: Fine motor skills activities to help pencil control, manipulating small scale equipment Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.			

Cycle A

Theme-Creators				
Term-Summer				
The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.				
	Summer 1		Summer 2	
Enquiry Question	What can we make with Clay?		Who is Steven Brown?	
Project	David Nash (British Sculptor)- Clay work		David Brown (Animal Artist)-Painting	
Topic Text	   		   	
Genre	Instruction Writing	Narrative	Information Writing	Recount
Hot Write outcome	Write instructions on how to make playdough	Write simple sentence from the story	Write a fact sheet about a farm animal	Write a recount of the story
Hook	Selection of clay pots		What babies belong to what animals?	
Enrichment	Making own pots from clay		Follow the animal prints	
Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, phonics, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.			
	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Verbally give instructions to peers and adults.		New vocabulary linked to topic. Sentence building when talking in conversations when talking to adults and peers. Explaining what they can and recount how caterpillar eggs have grown.	
Literacy (Little Wandle Phonics Scheme is used in nursery and reception)	Nursery: Listening to stories and non-fiction books. Engage in extended conversations about stories and texts, learning new vocabulary. Talk about different art pieces they have learnt about.	Reception: Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &	Nursery: Sing songs and say rhymes independently. Engage in conversation about stories, beginning to learn new vocabulary. Have a favourite book and seek it out. Develop play around their favourite and familiar stories using props. Begin to count or clap	Reception: Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Read words consistently with

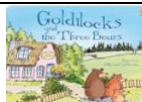
		respond to what they hear with relevant comments, questions and reactions. Make predictions. Remember and order instructions in order to remake playdough.		syllables in words. Add marks to their drawings that give meaning. Begin to form some letters. Begin to use print and letter knowledge to write.	their phonics knowledge. Remember and write simple sentences. Re-read what they have written to check it makes sense.
Expressive Arts and Design	Creating with Materials: Creating clay pots Clay techniques		Being Imaginative and Expressive: Charanga –Big Bear Funk Role-play -Kitchen	Creating with Materials: Recreate farm animals using drawing, print and collage.	Being Imaginative and Expressive: Charanga -Reflect and Replay Role Play - puppet show using animals
Understanding of the World	Past and Present: Look at different posts from the past. Different techniques to make pots.	People, Culture and Communities: RE – (F1) Which people are special and why?	The Natural World: Forest friends’ sessions Making left prints in clay. Exploring the natural world.	The Natural World: Forest friends’ sessions Look at the local environment, describe what you hear, smell and feel whilst outside. Begin to understand how to care for animals. Look at the changing seasons and how this affects the environment and what crops may grow on a farm. RE -(F3) What places are special and why?	
PHSE	Money Matters			Being Safe	
Physical Development (provision provided and changed regularly to develop skills)	Gross Motor AVSSP: Tennis Striking an object, Striking an object with another object. Cooperatively sending and receiving.			Gross Motor: AVSSP: Striking and Fielding (Fundamentals) Participate in team games cooperatively whilst being active for sustained periods of time.	
	Fine Motor: Fine motor skills activities to help pencil control, manipulating small scale equipment Threading, cutting, weaving, playdough, Finger Gym activities. Form letters correctly. Handle tools, scissors, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.				

Cycle B

Theme-Discovers				
Term-Autumn				
The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.				
	Autumn 1		Autumn 2	
Enquiry Question	Which toys did your grandparents play with?		What is a Festival?	
Project	Toys and Games		Fabulous Festivals	
Topic Text	   		   	
Genre	Narrative	Narrative	List	Recount
Hot Write outcome	Labelling a page from the story	Draw and label favourite toys	Make a list of items needed for a celebration	Make a lift and flap page like in the story
Hook	Old toys to explore and investigate		Feeley bag with lots of celebration artifacts	
Enrichment	Possible visit to Sudbury Hall		Visit to school from Derby Open Centre (Hindu Wedding)	
Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, phonics, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.			
	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Verbally give instructions to peers and adults.		New vocabulary linked to topic. Sentence building when talking in conversations when talking to adults and peers. Explaining what they can and recount how caterpillar eggs have grown.	
Literacy (Little Wandle Phonics Scheme is used in nursery and reception)	Nursery: Listening to stories and non-fiction books. Engage in extended conversations about stories and texts, learning new vocabulary. Talk about different art pieces they have learnt about.	Reception: Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &	Nursery: Sing songs and say rhymes independently. Engage in conversation about stories, beginning to learn new vocabulary. Have a favourite book and seek it out. Develop play around their favourite and familiar stories using props. Begin to count or clap	Reception: Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Read words consistently with

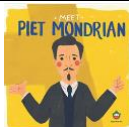
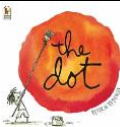
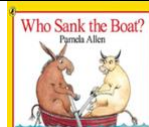
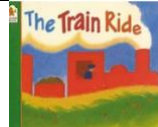
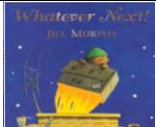
		respond to what they hear with relevant comments, questions and reactions. Make predictions. Begin to read sounds in words and write these.		syllables in words. Add marks to their drawings that give meaning. Begin to form some letters. Begin to use print and letter knowledge to write.	their phonics knowledge. Remember and write simple sentences. Re-read what they have written to check it makes sense.	
Expressive Arts and Design	Creating with Materials: Making puppets out of socks Make a spinning top Make a rain stick or shaker		Being Imaginative and Expressive: Charanga –Big Bear Funk Role-play -Kitchen/Home		Creating with Materials: Bonfire pictures Invitations Creating wedding outfits Christmas Crafts	Being Imaginative and Expressive: Listen to music from other cultures Charanga-Reflect and Replay Role Play- Birthday Party
Understanding of the World	Past and Present: To begin to understand that things happened a really long time ago. To begin to understand that things change over time.	People, Culture and Communities: Use technology, e.g. a Beebots. Begin to show spatial awareness. RE – (F1) Which stories are special and why?	The Natural World: Forest friends’ sessions Using senses to explore and express clay. Talk about the changing state of clay from wet to dry	Past and present: Look at why festivals happen and how they are celebrated. Talk about our own experiences of celebrations in the recent past.	People, Cultures and Communities: Talk about similarities and differences between places, cultures, communities and traditions (comparing festivals celebrations). RE: (F2) Why do Christians perform Nativity plays at Christmas?	
PHSE	Being Healthy			Relationships		
Physical Development (provision provided and changed regularly to develop skills)	Gross Motor AVSSP: Tennis Striking an object, Striking an object with another object. Cooperatively sending and receiving. Hopscotch and skittles.			Gross Motor: AVSSP: Striking and Fielding (Fundamentals) Participate in team games cooperatively whilst being active for sustained periods of time.		
	Fine Motor: Fine motor skills activities to help pencil control, manipulating small scale equipment Threading, cutting, weaving, playdough, Finger Gym activities. Form letters correctly. Handle tools, scissors, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.					

Cycle B

Theme-Explorers				
Term-Spring				
The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.				
	Spring 1		Spring 2	
Enquiry Question	Where can we go on our next adventure?		What are traditional tales?	
Project	Australia		Traditional tales	
Topic Text	   		   	
Genre	Non-Chronological report	Poetry	Non-Chronological report	Narrative
Hot Write outcome	Make a page for a class book on Australia	Choose an ocean animal. Describe in rhyming sentences	Life cycle of a bean	Make own story map with words/sentences
Hook	Feely bag with items associated with Australia		Tasting porridge	
Enrichment	Watch BBC clips to give a flavour of Australia https://www.bbc.co.uk/teach/class-clips-video/articles/zfyst39		Dress as your favourite traditional character	
Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, phonics, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.			
	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions. To learn and talk about modes of transportation.		New vocabulary linked to topic. Sentence building when talking in conversations when talking to adults and peers.	
Literacy (Little Wandle Phonics Scheme is used in nursery and reception)	Nursery: Listening to stories. Engage in extended conversations about stories and texts, learning new vocabulary. Talk about where they live in comparison to arctic regions and discuss differences.	Reception: Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.	Nursery: Early letter formations in some words, such as name. Engaging in conversations about topic. Sequencing and acting out stories.	Reception: Oral Blending of words, when reading. Oral Segmenting and saying sounds in order as they occur in words. Recognising phoneme made by individual letters of the alphabet. Recording letters in response

	Learning new nursery rhymes and actions.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.		to sounds. Say and write the initial sounds, CVC. Using some correct letter formation. Beginning to write sentences. Writing own name.
Expressive Arts and Design	Creating with Materials: Dream catcher Boomerang Australian Flag Aboriginal art (finger painting) Sea creature collage	Being Imaginative and Expressive: Charanga –Everyone! Role-play -BBQ and outdoor area	Creating with Materials: Make a new chair for baby bear Finger puppets Wolf masks Waterproof and non-waterproof materials Easter cards	Being Imaginative and Expressive: Pretend to be the baddies to music in the stories doing different movements: sneakily, and stomping Charanga -Our World Role Play - 3 bears house
Understanding of the World	People, Culture and Communities: Talk about features of where we live. Where is Australia on a globe? Recognise Australia different from where we live. Introduce word equator. RE – (F4) What times are special and why?	The Natural World: Forest friends’ sessions Explore the environment and look at changes on the weather. Compare habitats, similarities and differences between animals in UK and animals in Australia. Sorting materials	The Natural World: Forest friends’ sessions React the story of Little Red Riding Hood. Explore plants and trees in local environment. Look at seasons spring to summer. Experiment: Grow beans in different conditions, see how they grow. Decide how to best care for plants and human impact. Learn about life cycle of a bean. Look and sort waterproof and non-waterproof materials RE -(F3) Why do Christians put a cross in the Easter Garden	
PHSE	Exploring emotions		Difference and Diversity	
Physical Development (provision provided and changed regularly to develop skills)	Gross Motor AVSSP: Dodgeball Aiming, dribbling, pushing, throwing & catching, patting, or kicking.		Gross Motor: AVSSP: Gymnastics Develop a range of skills: rolls, balances, jumps, hops, skips, travel, body shapes. Learning how to use them in different ways and to link them to make actions and sequences of movement.	
	Fine Motor: Fine motor skills activities to help pencil control, manipulating small scale equipment Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.			

Cycle B

Theme-Creators				
Term-Summer				
The curriculum overview provides you with an insight into the learning in our EYFS. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.				
	Summer 1		Summer 2	
Enquiry Question	Let's explore colour?		How does it move?	
Project	Piet Mondrian		Travel	
Topic Text	   		   	
Genre	Narrative	Narrative	Narrative	Recount
Hot Write outcome	One black dot can be...	Write a sentence/sentences about one crayon	Change the ending	Write a postcard
Hook	Art day-exploring colour		Bike/scooter day for children on big playground	
Enrichment	Large painting-floor		Airport and Aeropark trip	
Communication, Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, phonics, PSHE sessions, story sessions, singing, Nativity production speech and language interventions and worship.			
	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Verbally give instructions to peers and adults.		New vocabulary linked to topic. Sentence building when talking in conversations when talking to adults and peers. Explaining what they can and recount how caterpillar eggs have grown.	
Literacy (Little Wandle Phonics Scheme is used in nursery and reception)	Nursery: Listening to stories and non-fiction books. Engage in extended conversations about stories and texts, learning new vocabulary. Talk about different art pieces they have learnt about.	Reception: Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &	Nursery: Sing songs and say rhymes independently. Engage in conversation about stories, beginning to learn new vocabulary. Have a favourite book and seek it out. Develop play around their favourite and familiar stories using props. Begin to count or clap	Reception: Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Read words consistently with

		respond to what they hear with relevant comments, questions and reactions. Make predictions. Remember and order instructions in order to remake playdough.	syllables in words. Add marks to their drawings that give meaning. Begin to form some letters. Begin to use print and letter knowledge to write.	their phonics knowledge. Remember and write simple sentences. Re-read what they have written to check it makes sense.	
Expressive Arts and Design	Creating with Materials: To colour ... (colour & senses) Painting in the style of Piet Mondrian Making symmetrical butterflies Drawing in sketchbooks, know how to mix colours. Painting characters from stories.	Being Imaginative and Expressive: Charanga –Big Bear Funk Role-play – Fancy dress and Photo booth	Creating with Materials: Plot a journey Make moving vehicles (car or plane) Use 2D shapes to make vehicle pictures Boats-Floating and sinking	Being Imaginative and Expressive: Charanga -Reflect and Replay Role Play - Going on holiday, suitcase coats etc	
Understanding of the World	People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. RE – (F6) What is special about our world?	The Natural World: Forest friends’ sessions Exploring the environment Making natural paint brushes, colour mixing with natural objects.	Past and Present: Look at transport in the past and compare it to now	People, culture and communities: Look at different transport occupations in transport. RE -(F5) Being special: Where do we belong?	The Natural World: Forest friends’ sessions: Exploring nature in summer. Making paper aeroplanes.
PHSE	Being responsible		Bullying Matters		
Physical Development (provision provided and changed regularly to develop skills)	Gross Motor AVSSP: Tennis Striking an object, Striking an object with another object. Cooperatively sending and receiving.		Gross Motor: AVSSP: Striking and Fielding (Fundamentals) Participate in team games cooperatively whilst being active for sustained periods of time.		
	Fine Motor: Fine motor skills activities to help pencil control, manipulating small scale equipment Threading, cutting, weaving, playdough, Finger Gym activities. Form letters correctly. Handle tools, scissors, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.				

