

	Autumn		Spring		Summer	
	Autumn 1 Marvellous Me	Autumn 2 Once Upon a Time	Spring 1 Ticket to Ride	Spring 2 How does your garden grow?	Summer 1 Space Race	Summer 2 Amazing Animals
<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary</b> added, practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through conversation, story-telling and role play, where children <b>share their ideas</b> with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
	Examples of activities used to develop communication and language					
<p>C&amp;L is developed throughout the year through activities such as high quality interactions, daily group discussions, circle time, Heartsmart activities, stories, singing, speech and language interventions, assemblies, EYFS productions, and Super Six sessions.</p> <p><b>Daily story time</b></p>	<p>Listen attentively to others (during carpet time, circle time, activities etc.)</p> <p>Listen to and joining in with stories and rhymes</p> <p>Talk about themselves</p> <p>Follow simple instructions</p> <p>Use imaginative language in play</p> <p>Speak to, listen to and respond to adults and peers</p> <p>Understand and use new vocabulary</p> <p>Discussing our feelings</p>	<p>Answer why and how questions about their own experiences</p> <p>To ask others questions in response to what they have heard</p> <p>Listening to a story and remembering key events.</p> <p>Retelling stories</p> <p>Participating in group discussions</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p>	<p>Listen to stories and begin to make predictions</p> <p>Answer why and how questions in response to stories</p> <p>Speaking and listening and responding to each other appropriately whilst engaged in another activity</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use past, present and future when describing events</p> <p>Listen in assembly.</p>	<p>Asks how and why questions...</p> <p>Describe events in detail</p> <p>Sustained focus when listening to a story</p> <p>Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Show awareness of the listener when speaking</p> <p>Talk about events in their past, present and future</p>	<p>Listens attentively in a range of situations</p> <p>Express ideas, opinions, interests effectively.</p> <p>Use gesture and facial expressions in conversations.</p> <p>Connect ideas together within stories.</p> <p>Carry out instructions of several steps.</p> <p>Using a range of vocabulary to express ideas, opinions and interests.</p> <p>Can adapt their language to suit the environment.</p> <p>Answer why and how questions and give opinions in response to stories</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> <p>Respond to what they hear with relevant comments, questions or actions</p> <p>Give a set of instructions to others</p> <p>Learning to give reasons for their answers.</p>

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<b>Personal, Social and Emotional Development</b>	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is <b>fundamental to their cognitive development</b> . Underpinning their personal development are the important attachments that shape their social world. <b>Strong, warm and supportive relationships</b> with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions</b> , develop a <b>positive sense of self</b> , <b>set themselves simple goals</b> , <b>have confidence</b> in their own abilities, to <b>persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including <b>healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good <b>friendships</b> , <b>co-operate</b> and <b>resolve conflicts</b> peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Examples of PSED activities					
PSED is developed throughout the year through activities such as high quality interactions, daily group discussions, circle time, Heartsmart activities, stories and assemblies	Transition activities – settling into school  Following school routines and developing classroom rules .  Becoming an independent learner when selecting resources  Identifying emotions  Learning how to play in groups and share  Healthy lifestyles - healthy eating	Build constructive and respectful relationships.  Conflict resolution  Developing self-confidence  Dreams and goals  Recognising feelings and emotions in others  Rights and responsibilities  Healthy lifestyles - Keeping clean	Learning about qualities and differences  Celebrating differences  Looking after others  Identify and moderate their own feelings socially and emotionally  Seeking help  Perseverance  Healthy lifestyles - safety	What makes a good friend?  Healthy me  Random acts of kindness  Give children strategies for staying calm in the face of frustration.  Talk them through why we take turns, wait politely, tidy up after ourselves and so on  Healthy lifestyles – sleep	Friendships  Show resilience and perseverance in the face of challenge.  Winning and losing  Fair and unfair situations  Looking After our Planet  Healthy lifestyles – oral hygiene	Dreams and Goals  Changing me - Look how far I've come!  Looking after pets  Taking responsibility  Growing and changing  Transition to Year 1  Healthy lifestyles – physical exercise

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<b>Physical Development</b>	Physical activity is <b>vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor</b> experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for <b>developing healthy bodies and social and emotional well-being</b> . Fine motor control and precision helps with <b>hand-eye co-ordination</b> , which is later linked to early literacy. Repeated and varied opportunities to <b>explore and play</b> with small world activities, puzzles, arts and crafts and the practice of using small tools, with <b>feedback</b> and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	Examples of activities used to develop gross and fine motor skills					
Physical development is developed throughout weekly P.E. lessons, weekly yoga sessions and activities within the classroom and outdoor environment.	Manipulate objects with good fine motor skills	Mark make using different tools (developing pencil hold and control)	Developing cutting and scissor control	Developing secure pencil grip	Controlling letter size and sitting letters on line.	Controlling letter size and sitting letters on line.
	Mark make using different tools	Use tools to effect changes to materials	Developing secure pencil grip	Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Develop pencil grip and letter formation continually	Start to colour inside the lines of a picture
	Use tools for cutting and joining materials	Developing cutting and scissor control	Letter and number formation	Letter and number formation	Use one hand consistently for fine motor tasks	Start to cut along a curved line, like a circle
	Hold pencil/paint brush beyond whole hand grasp	Letter and number formation	Handle tools, objects, construction and malleable materials with increasing control	Daily fine motor activities	Cut along a straight line with scissors	Daily fine motor activities
	Letter and number formation Daily fine motor activities	Show preference for dominant hand Daily fine motor activities	Daily fine motor activities		Daily fine motor activities	
	Draw lines and circles using gross motor movements	Developing balance, strength and control in the outdoor area – crates, bikes, climbing frame, rolling, lifting and moving equipment etc	Developing balance, strength and control in the outdoor area – crates, bikes, climbing frame, rolling, lifting and moving equipment etc	Developing balance, strength and control in the outdoor area – crates, bikes, climbing frame, rolling, lifting and moving equipment etc	Developing balance, strength and control in the outdoor area – crates, bikes, climbing frame, rolling, lifting and moving equipment etc	Developing balance, strength and control in the outdoor area – crates, bikes, climbing frame, rolling, lifting and moving equipment etc
	Exploring body parts					
	Developing spatial awareness					
	Travelling in a variety of ways	Dance – Developing balance, stability and core strength	Gymnastics – Developing balance, stability and core strength	Ball skills – Aiming, dribbling, pushing, throwing & catching, patting, or kicking	Athletics – Improve basic skills of running, jumping, rolling, climbing and balancing.	Team games – Small equipment games (e.g. bean bags, quoits and balls)
		Experimenting with body movement to music.	Perform simple rolls, curled up small, and 'log rolls', sideways, with straight body.	Throw and catch at different heights	Obstacle course (links positional language) children moving over, under, through and around equipment	Experiment with varied equipment e.g. ball, hoop, quoits and small bats
		Link a short series of simple actions.	Using equipment safely	Send ball to partner in a variety of ways.	Using equipment safely	Races / team games involving gross motor movements
				Using equipment safely		

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<b>Understanding the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's <b>personal experiences</b> increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will <b>foster their understanding of our culturally, socially, technologically and ecologically diverse world</b> . As well as building important knowledge, this extends their familiarity with words that support understanding across domains. <b>Enriching and widening children's vocabulary</b> will support later reading comprehension					
	Examples of Understanding the World activities					
<p><b>Overview of learning</b></p> <p>Days related to other religions and cultures also celebrated throughout the year</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Family trees.</p> <p>Draw similarities and make comparisons between other families.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas..</p> <p>Science – healthy bodies Make observations about weather and seasons</p> <p>RE – I'm Special &amp; My Feelings (also see PSSED work)</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Naming members of the royal family. Family trees.</p> <p>Looking at the Queen's castles and palaces and comparing them with local castles. Talking about the features of our homes and what they are made from.</p> <p>Exploring images of castles from around the world.</p> <p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives</p> <p>Science – exploring different materials and states of matter Make observations about weather and seasons</p> <p>RE – Christmas (A Special Baby)</p>	<p>Introduce children to different occupations and transport is used to help people in their jobs.</p> <p>Explore how transport has changed over time</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are important.</p> <p>Stranger danger</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Science – forces and magnets Make observations about weather and seasons</p> <p>RE – Jesus: A Special Person in a Special Book</p>	<p>Describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Create opportunities to discuss how we care for the natural world around us. Introduce the children to recycling.</p> <p>Looking for mini-beasts and observing their habitats</p> <p>Comparing mini-beasts</p> <p>Plant a variety of plants in the outdoor area and work collaboratively to take care of them</p> <p>Growing and tasting fruit and vegetables.</p> <p>Science – exploring parts of a plant and how they grow Make observations about weather and seasons</p> <p>RE – Easter (New Life)</p>	<p>Introduce the children to NASA and America. O Introduce children to significant figures who have been to space (e.g. Yuri Gagarin, Helen Sharman and Mae Jemison) and begin to understand that these events happened before they were born.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Find out about the history of space travel</p> <p>Understand the difference between day and night</p> <p>Recognising features of the earth such as mountains, oceans and rivers</p> <p>Science – space Make observations about weather and seasons</p> <p>RE - Helping</p>	<p>Share different cultures versions of famous fairy tales.</p> <p>Hot and cold climates. Animals and habitats around the world.</p> <p>Describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Can children make comments about weather, culture, clothing, housing</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Exploring life cycles - butterflies</p> <p>Science – similarities and differences between animals Make observations about weather and seasons</p> <p>RE – Helping</p>

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Expressive Arts and Design	The development of children's <b>artistic and cultural awareness</b> supports their <b>imagination</b> and <b>creativity</b> . It is important that children have <b>regular opportunities to engage with the arts</b> , enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b> . The quality and variety of what children <b>see, hear and participate in</b> is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they <b>hear, respond to and observe</b> .					
	Examples of Expressive Arts and Design activities					
	<p>Know a range of nursery rhymes and songs</p> <p>Drawing self-portraits</p> <p>Printing using fruit and vegetables</p> <p>Designing, making and evaluating stick puppets.</p> <p>Joining in with familiar songs and rhymes</p> <p>Listening to and performing poetry</p> <p>Exploring sounds and how they can be changed</p>	<p>Use different materials to create castles models</p> <p>Drawing/painting or constructing their homes.</p> <p>Using 2D shapes to create castle pictures</p> <p>Designing, making and evaluating hand puppets.</p> <p>Using story maps and small world resources to retell, invent and adapt stories</p> <p>Listen to music and make dances in response</p>	<p>Select the tools and techniques they need to build a 3D vehicle model</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploring colour and colour mixing</p> <p>Creating pop-art transport pictures in the style of Roy Lichenstein</p> <p>Printing with vehicles to create different patterns</p> <p>Music – Learn about rhythm and pulse in songs</p>	<p>Drawing and painting from observation – plants</p> <p>Children will explore ways to protect the growing of plants by collaboratively designing and making scarecrows.</p> <p>Clay models of mini-beasts</p> <p>Creating nature collages in the style of Andy Goldsworthy</p> <p>Creating 3D nature pictures</p> <p>Painting with natural objects such as sticks, flowers and feathers</p> <p>Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast /slow</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function</p> <p>Creating outer of space pictures</p> <p>Exploring texture whilst finger painting in the style of Van Gough</p> <p>Music – talking about how pieces of music make us feel and what we liked or disliked about them</p>	<p>Observational drawings (feathers) to produce a collaborative piece of art</p> <p>Building a 'Bug Hotel'</p> <p>Creating 3D pet portraits in the style of Samantha Bryan</p> <p>Exploration of other countries through music, stories and rhymes</p> <p>Salt dough animal footprints</p> <p>Creating animal pictures with moving parts</p> <p>Music – making up compositions Singing confidently and adding actions</p>