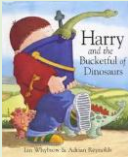
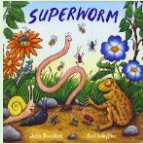
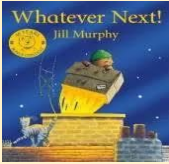
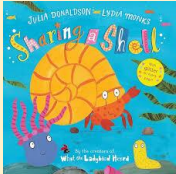


|  | <b>Autumn 1</b><br>Sept - Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Autumn 2</b><br>Oct-Dec                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Spring 1</b><br>Dec-Feb                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Spring 2</b><br>Feb-March                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Summer 1</b><br>Apr-May                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Summer 2</b><br>May-Jul                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| General theme                                                                   | <b>Super Duper You</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Terrific Tales</b><br>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Amazing Animals</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Come Outside</b><br>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Ticket to ride</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Fun at the Seaside</b><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Prime Areas                                                                     | <p>Children will settle into their new environment by leaving their familiar adult and exploring our provision. They will be introduced to our routines and begin to familiarise themselves with the running of our day. Children will get to know each other by participating in speaking and listening activities and games to create a safe space and a sense of belonging. Physical activities and large movements will be encouraged both indoors and outdoors to promote children's fine and gross motor skills in preparation for writing.</p> | <p>Children will now be familiar with daily routines and expectations and will be using their newfound confidence to build friendships with peers and relationships with staff. Children will navigate their environment by using talk to organise their play; making comments and engaging in learning opportunities offered. Children will build on their independence and use strategies taught to put on their own coats and shoes. Children will have begun weekly PE sessions to support physical development.</p> | <p>Children will separate confidently from their familiar adult and independently access all facilities. Children will become aware of their own emotions and the feelings of others. They will listen to and respond to multi-step instructions. Children will begin to extend their vocabulary and use longer sentences to communicate and link ideas. Children will continue weekly PE sessions to develop core muscle strength and good posture to enable sufficient fine motor movement, the use of a dominant hand and a range of tools.</p> | <p>Children will have formed secure friendships and will use tools and strategies taught to overcome problems and consider feelings of others with peers. Children will show more perseverance when faced with a challenge. They will complete directed tasks with support by using talk to help work out problems and organise their thinking. At this stage children will hold a pencil confidently forming plausible marks (drawings, letters or words) and cut things accurately.</p>                | <p>Children will complete most tasks and activities with little to no support at this stage and will be able to independently dress themselves and organise their belongings. Children will use well-formed sentences, speaking in the correct tense in most cases and using modelled vocabulary in their talk. Children will listen for longer periods of time during carpet inputs and will follow instructions with 2 or more steps. Children will have developed balance and coordination skills through a range of physical offers.</p> | <p>Children will independently complete directed tasks and know to only ask for support when needed. Children will be able to explain their point of view clearly and openly listen to others. Children will participate in much longer conversations with an adult or friend. At this stage, children will have developed the foundations of our desired handwriting style to form letters accurately using the correct movements. Children will manage all their own needs (such as personal hygiene) and will show empathy and compassion amongst peers.</p> |
| Specific Areas                                                                  | <p><b>Lit:</b> Children will share familiar stories and will be introduced to stories that will enable us to talk about our feelings with regards to our transition. Children will begin discrete teaching of phonics, working on initial sounds and oral blending. Children will be encouraged and supported to make meaningful marks, write some or all their name and even form some recognisable sounds in line with our phonics scheme.</p>                                                                                                      | <p><b>Lit:</b> Children will enjoy listening to alternative versions of their favourite traditional tales to build on their recall of familiar stories and their ability to make predictions. By this point, most children will be writing their name independently and will attempt to read and write CVC words in line with our phonics scheme. Our environment will create set ups that offer language rich opportunities and small world play to encourage retelling of</p>                                          | <p><b>Lit:</b> during this half term, children will discuss characters and settings in their core texts in more detail and will now be familiar with up to 8 digraphs in their phonics. Children will be supported to read short phrases with CVC and common exception words. Children will begin to write in the correct place and begin correcting letter formation that may be reversed or inaccurate. In maths, children will explore number concepts to 8 including doubles, odds and evens. Children will explore</p>                        | <p><b>Lit:</b> Children will continue to be exposed to vocabulary used in texts and this will be modelled within a language rich environment by adults. Children will make further predictions about core texts. Children will be able to read captions and phrases linked to their phonic ability and will be introduced to trigraphs. Children will attempt to write short captions and phrases and identify where finger spaces are needed. In maths, children will explore number concepts to 10</p> | <p><b>Lit:</b> Children will be encouraged to respond to 'who', 'where' 'what' &amp; 'when' questions linked to their core texts and will be able to accurately sequence a story from beginning to end. Children at this point will form most letters of the alphabet in our desired formation style and will begin to read back what they have written. In maths, children will explore numbers beyond 10 and number concepts to 20 including composition. Children will explore shape,</p>                                                 | <p><b>Lit:</b> Children will be able to recognise where capital letters go and how to form them. Children will be able to write a simple sentence or caption independently using digraphs, trigraphs, tricky words and finger spaces. In maths, children will recap and consolidate their understanding within number concepts to 20 including addition and subtraction. Children will explore shape, space and measure by deepening their understanding</p>                                                                                                    |

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|                             | <p>Maths: In maths, children will explore number concepts to 3 including 'one more' and subitising. Children will explore shape, space and measure by comparing size, identifying patterns and some 2D shapes.</p> <p>EAD: Children will explore materials and tools on offer in their environment freely. Children will be introduced to primary colours and supported to use colour for purpose within creations. Children will look at self-portraits and use mirrors to highlight their own features before painting their own, thinking carefully of colour, brush size etc. Children will sing familiar songs and rhymes in groups and will begin to name some instruments used in carpet times. Children will be able to access areas in provision to promote imaginative small play and role play scenarios.</p> <p>UW: Children will discuss their families and share the similarities and differences. Children will acknowledge where they live and the community around them. Children will explore upcoming events such as Harvest and why we celebrate and how people may have different beliefs. They will also identify seasonal changes and acknowledge all 4 seasons.</p> | <p>stories or use of stories in their play.</p> <p>In maths, children will explore number concepts to 5 including 'one less' and subitising. Children will explore shape, space and measure by being introduced to 4 sided shapes, comparing shapes, describing positions and understanding transitions from day to night.</p> <p>EAD: Children will continue to use a range of art tools and begin articulating their process when creating. Children will be supported with cutting equipment and will begin cutting using scissors in a straight line. Children will be shown different means of sticking when collaging. Children will be supported to find the beat in familiar songs and rhymes and clap and stamp along to it. Children will learn songs and basic actions to support their nativity performance. Children will be part of creating their own craft packs for grown-ups at our Christmas nativity show.</p> <p>UW: Children will know there are 7 days in a week. Children will explore the natural environment and their 5 senses. Children will acknowledge that Christmas celebrations differ from person to person and will explore the story of the Nativity by recalling key events and people.</p> | <p>shape, space and measure by comparing mass, capacity, length and height and will begin having discussions about time.</p> <p>EAD: Children will be more familiar with the tools on offer to them and will progress their cutting skills to work around shapes or wiggly lines. They will start to mix primary colours to make new colours. Children will be introduced to 'pointillism' as they find out more about our selected artist, Georges Seurat. Children will also be able to use storytelling in their imaginative play and will enhance their small world play by selecting resources in context. Children will attempt to play an instrument to the beat of familiar songs and rhymes.</p> <p>UW: Children will extend their knowledge on seasonal changes. They sequence a human timeline and use vocabulary such baby - elderly. Children will acknowledge how objects have changed over time, such as: phones or cars. Children will also explore how the world has changed since the Jurassic era. Children will match baby animals to their mothers. Children will be introduced to basic maps and show where familiar places are in the community.</p> | <p>including bonds to 10. Children will explore shape, space and measure by identifying more complex patterns and some 3D shapes.</p> <p>EAD: Children will be encouraged to think more in detail around planning a creation and process the resources they may need in advance carefully before making. Children will be introduced to different joining techniques, rather than just sticking to combine materials. This will support their project of designing and making their very own minibeast linked to our topic. Children will also listen to the different sounds a range of instruments make.</p> <p>UW: Children will talk about the different habitats/microhabitats animals or minibests live in and why. Children will discover the lifecycle of a caterpillar and will know that plants also have a lifecycle through the planting process they experience. Children will also recognise that people have different beliefs and celebrate special times in different ways; such as Easter. Children will look at books and see how they are special to some members of their community.</p> | <p>space and measure by identifying more complex patterns and some 3D shapes.</p> <p>EAD: Children will continue to discuss their creative processes when planning and making specific creations. This will support them to make their own vehicle using recyclable materials. Children will be encouraged to think about what would make their creations better and how they could improve during independent exploration. Children will begin to retell stories in their own way by changing certain details within their imaginative play.</p> <p>UW: Children will talk about seasonal changes they have witnessed throughout the year. They will explore different vehicles and modes of transport and identify different jobs that link to them. Children will identify different occupations; specifically, people who help us. Children will explore the solar system and the features of planets within it.</p> | <p>and extending their knowledge of positions and mapping.</p> <p>EAD: Children will share their creations with adults and peers having planned, processed and evaluated what they make. Children will be able to use a resource and pretend it's something else to support imaginative play. At this point in the year, children will know a wide range of songs and nursery rhymes, even dances or actions linked and will be used in their play. Children will be able to listen to music and identify the instruments introduced to them.</p> <p>UW: Children will know there are many countries in our world and that people living in them may live life differently due to climate, culture or beliefs. Children will explore life on land and in sea and make comparisons to the natural environments they have already explored.</p> |
| Cultural Capital Enrichment | <p>Go on a Nature Walk</p> <p>Paint a portrait</p> <p>Enjoy a Tiny fingers music workshop</p> <p><b>Forest School</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Visit a theatre</p> <p>Post a Letter</p> <p>Perform in a Nativity</p> <p>Sing for local residents</p> <p><b>Forest School</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Meet some exotic animals</p> <p>Try food/fruit from a different culture</p> <p>Learn how people around the world say 'hello'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Visit WW Centre</p> <p>Plant seeds and watch them grow</p> <p>Watch a caterpillar turn into a butterfly</p> <p><b>Forest School</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Visit from a real superhero (police, fireman, nurse)</p> <p>Look at a map and find out where I live</p> <p>Enjoy a Tiny fingers music workshop</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Explore the coastline</p> <p>Perform at Shotton Hall Live music festival</p> <p>Enjoy live music (folk/brass)</p> <p><b>Forest School</b></p>                                                                                                                                                                                                                                                                                                                                                                                                            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|                      |                                                                                                                                                                                                                  |                                                                                                                                                                                                                      | Recite a poem chorally for an audience<br><b>Forest School</b>                                                                                         |                                                                                                                         | <b>Forest School</b>                                                                                                                         |                                                                                      |
| Parental involvement | Transition Workshops                                                                                                                                                                                             | Nativity Performance                                                                                                                                                                                                 | Bring a loved one Stay and Play                                                                                                                        | Gardeners Club!                                                                                                         | Parents who help us...<br>Teddy Bear's Picnic                                                                                                | Shotton Hall Live<br>Sports Day                                                      |
| Reading Spine        | The Colour Monster<br>The Colour Monster Goes to School<br>Days of the Week<br>Super Duper You<br>This is Me!<br><br>A stroll through the seasons<br>The Enormous Turnip<br>Leaf Man<br>Leaf Thief<br>Owl Babies | The three little wolves and the big bad pig<br>Beware of the Bears<br>The three billy goats gruff<br><br>Funnybones<br>Room on the broom<br><br>How many sleeps til Christmas<br>Silent Night<br>The Christmas Story | Seasons come, Seasons go.<br>One Snowy Night<br>The Gruffalo<br>Gozzle<br>Harry and His Bucketful of Dinosaurs<br>If I had a Dinosaur<br>Dear Dinosaur | Bog Baby<br>Superworm<br>The Big Bad Bug<br>What the Ladybird heard<br>The Very Hungry Caterpillar<br>Jaspers Beanstalk | If I built a car<br>The Bus is for us<br>Emma Jaynes Aeroplane<br>Zoom Rocket Zoom<br>Real Superheroes<br>Whatever next<br>The way back home | Sharing a shell<br>Tiddler<br>The Snail and the Whale<br>What Can I See in the Wild? |