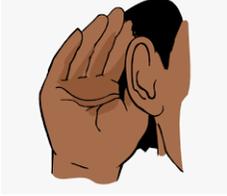


<p>Topic/General themes General Themes Little Sycamores NB: Themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Autumn What Can I See?</p> 	<p>Spring What Can I Hear?</p> 	<p>Summer What Can I Do?</p> 
<p>Characteristics of effective learning:</p>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
<p>Texts, stories and 'old favourites.</p>	<p>Key Author: Dear Santa</p> <p>Walter's Wonderful Web Diwali</p>	<p>Key Author: Dear Zoo</p> <p>Peace At Last My First Chinese New Year</p>	<p>Key Author: Oh Dear</p> <p>Goldilocks and the Three Bears</p>
<p>Key visits or WOW opportunities</p>	<p>Moo Music Christmas session</p>	<p>Librarian visit WBD Peppa Pig Muddy puddle week in forest</p>	<p>Teddy Bears Picnic</p>

	Autumn What Can I See?	Spring What Can I Hear?	Summer What Can I Do?
<p>Physical Development</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Try a wider range of foods with different tastes and textures.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p>	<p>Clap and stamp to music.</p>	<p>Eat finger foods and develop likes and dislikes. Try a wider range of foods with different tastes and textures.</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb- and start to use stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Develop manipulation and control. Explore different materials and tools.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress.</p> <p>Learn to use the toilet with help, and then independently.</p>

	Autumn What Can I See?	Spring What Can I Hear?	Summer What Can I Do?
<p>Literacy</p> <p>To include a rigorous phonics programme delivered daily (Letters & Sounds) and a whole class handwriting session</p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Pay attention and respond to pictures or the words.</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example singing whilst playing.</p> <p>Repeat some words and phrases from familiar stories.</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example singing whilst playing.</p> <p>Repeat some words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and share their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to, For example "That's my Mummy."</p> <p>Make marks on their picture to stand for their name.</p>
Phonics (Jolly Phonics / Letters and Sounds)	Phase 1 phonics activities	Phase 1 phonics activities	Phase 1 phonics activities
Assessment writing piece			

	Autumn What Can I See?	Spring What Can I Hear?	Summer What Can I Do?
Maths	<p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Compare sizes, weights etc. using gestures and language- 'bigger/little/smaller, high/low, tall, heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Compare sizes, weights etc. using gestures and language- 'bigger/little/smaller, high/low, tall, heavy'.</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers- '1-2-3-5'.</p> <p>Climb and squeeze selves into different types of spaces,</p>

			Build with a range of resources.
	Autumn	Spring	Complete inset puzzle Summer
	What Can I See?	What Can I Hear?	What Can I Do?
Understanding the World Includes focused Geography, RE, and History themes/activities	Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Repeat actions that have an effect.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outdoors.

	Autumn What Can I See?	Summer What Can I Hear?	Summer What Can I Do?
Expressive Arts and Design	Start to make marks intentionally. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'	Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.

	Autumn	Spring	Summer
Suggested enhancements to learning:	What Can I See?	What Can I Hear?	What Can I Do?
Role Play:	Home Corner Café Zebra Crossing Winter Wonderland Based on children's interests.	Home Corner Chinese Restaurant Based on children's interests.	Home Corner Farm Train Station Based on children's interests.
Continuous provision	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.		