

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic/General themes</b>  <b>General Themes</b>  <b>Cycle 2</b></p> <p>NB: Themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Do you want to be friends?</p> 	<p>How many colours in a rainbow?</p> 	<p>Why can't I eat chocolate for breakfast?</p> 	<p>How old is Kipper?</p> 	<p>Why did Jack and Jill go up the hill?</p> 	<p>How many pebbles are on the beach?</p> 
<p><b>Characteristics of effective learning:</b></p>	<p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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><b>Texts, stories and 'old favourites.</b></p>	<p>Key Author: Kipper's little friend Bad tempered ladybird</p>	<p>Key Author: Mixed up chameleon Elmer's Rainbow.</p>	<p>Key Author (food reference) Hungry Caterpillar Chocolate mousse for greedy Goose. I will never not eat a tomato – Charlie &amp; Lola</p>	<p>Key Author: Kipper's birthday</p>	<p>Nursery Rhymes</p>	<p>Key Author: Kipper's beach ball</p>
<p><b>Key visits or WOW opportunities</b></p>	<p>Local Walk</p>			<p>Post a birthday card to Kipper.</p>		<p>Beach visit.</p>

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<p><b>Communication &amp; Language</b></p> <p>Whole EYFS Focus – developed throughout the year through high quality modelling, interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and weekly interventions.</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmmed’ for ‘swam’.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>		<p>Understand ‘why’ questions like, “Why do you think the caterpillar got so fat?”</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>		<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>May have some problems saying;</p> <ul style="list-style-type: none"> <li>- Some sounds: r, j, th, ch and sh.</li> <li>- Multisyllabic words such as, ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	
<p><b>Key Vocabulary</b></p> <p><i>Will be expanded further throughout topic/theme.</i></p>	<p>Name, friend’s names.</p> <p>Friend, kind, sharing etc.</p> <p>Outside, inside, play.</p> <p>Next to, behind, in front of.</p>	<p>Names of colours.</p> <p>Mixing, mix, brush, stamp, roll, sponge, water, wash, wet, dry, paper.</p> <p>Picture, model, finished.</p>	<p>Breakfast, lunch, tea etc,</p> <p>Chocolate, melt, brown.</p> <p>Names of healthy breakfast options.</p> <p>Plate, bowl, spoon, knife, fork, table, chair etc.</p> <p>Full, hungry.</p> <p>Small, big, long, short.</p>	<p>Kipper and names of story characters.</p> <p>Birthday, cake, party, invitations, tea party, friends, music, games, hats etc.</p> <p>Happy Birthday.</p> <p>Numbers.</p>	<p>Vocab related to Nursery Rhymes, characters etc.</p> <p>Rhyme, song, join in, puppets etc.</p>	<p>Beach, sea, shore, pebbles, shells, water, wet, dry, sand, sea weed etc.</p> <p>Names of simple sea creatures.</p> <p>Numbers.</p>

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<p><b>Personal, Social and Emotional Development</b></p> <p><i>To include a structured and focused PSHE session per week, focussed on a story or wellbeing activity.</i></p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Develop their sense of responsibility and membership of community.</p> <p>Show more confidence in new social situations.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>		<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>		

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<p><b>Physical Development</b></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><b>Gross Motor</b></p> <p>Go to steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movement to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p><b>Fine Motor</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p><b>Gross Motor</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, deciding whether to crawl, walk or run across a plank, depending on its length and width.</p> <p><b>Fine Motor</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p><b>Gross Motor</b></p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as mobbing a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>			

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<p><b>Literacy</b></p> <p>To include a rigorous phonics programme delivered daily (Letters &amp; Sounds) and a whole class handwriting session</p>	<p>Understand the five key concepts of print:</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Page sequencing</li> </ul> <p>Develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> <li>- Count or clap syllables in a word.</li> </ul>		<p>Understand the five key concepts of print:</p> <ul style="list-style-type: none"> <li>- The names of different parts of a book</li> <li>- Print can have different purposes</li> <li>- We read English from left to right and from top to bottom.</li> </ul> <p>Develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhyme</li> <li>- Recognise words with same initial sound, such as money and mother.</li> </ul> <p>Write some or all of their name.</p>		<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some letter names accurately.</p>	
<p><b>Phonics (Jolly Phonics / Letters and Sounds)</b></p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Recap Phase 1.</b></p> <p><b>Begin Phase 2:</b> Read a Day, Write a Day: s,a,t,p,i,n..</p> <p>Tricky Words: I High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce s,a,t,p,i,n through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2:</b> Read a Day, Write a Day: m,d g,o,c,k,ck.</p> <p>Tricky Words: I, the, to. High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce s,a,t,p,i,n through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2:</b> Read a Day, Write a Day: e,u,r,h,b,f/ff,l/l.</p> <p>Tricky Words: I, the, to, no, go. High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce s,a,t,p,i,n through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2/3:</b> Read a Day, Write a Day: ss,j,v,w,x,y,z.</p> <p>Tricky Words: I, the, to, no, go. High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce s,a,t,p,i,n through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2/3:</b> Read a Day, Write a Day: qu.sh,ch,th.</p> <p>Tricky Words: I, the, to, no, go. High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce s,a,t,p,i,n through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2/3:</b> Consolidate and further develop confidence with blending, reading, spelling and letter formation for writing.</p>

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<b>Assessment writing piece</b>	Me and my friends. Recount a story of a rainbow.	Recount a story of Kipper's Rainbow.	Write a letter for my favourite healthy food?	Recount story of Kipper's Birthday.	Recount the rhyme Twinkle Little Star.	
<b>Maths</b>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Show 'finger numbers' up to 5.</p> <p>Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>		<p>Recite numbers past 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Show 'finger numbers' up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Describe a familiar route</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>		<p>Fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Link numeral and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'.</p> <p>Understand position through words alone – for example, "the bag is under the table" with no pointing.</p> <p>Discuss routes and locations using words like 'in front of' and 'behind.'</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	

	Autumn	Spring	Summer
<p><b>Understanding the World</b></p> <p>Includes focused Geography, RE, and History themes/activities</p>	<p><i>Past &amp; Present:</i> Begin to make sense of their own life-story and family's history.</p> <p><i>People, Culture &amp; Communities:</i> Show interest in different occupations Continue to develop positive attitudes about the differences between people.</p> <p><i>The Natural World:</i> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants.</p> <p><b>Half termly coverage:</b> Autumn 1: family structures (appreciate how all are different). Autumn, homes/locations. Autumn 2: Autumn, Diwali, Christmas,</p>	<p><i>Past &amp; Present:</i> Continue to develop positive attitudes about the differences between people.</p> <p><i>People, Culture &amp; Communities:</i> Continue to develop positive attitudes about the differences between people.</p> <p><i>The Natural World:</i> Talk about what they see, using a wide vocabulary. Explore how things work Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Half termly coverage:</b> Spring 1: Healthy Eating Spring 2: birthday celebrations (past/present) Easter, People of significance.</p>	<p><i>Past &amp; Present:</i> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><i>People, Culture &amp; Communities:</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>The Natural World:</i> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Half termly Coverage:</b> Summer 1: Local environment, compare to those in Nursery Rhymes Summer 2: natural beach habitats, location of beaches/creatures/pebble collection (exploring).</p>

	Autumn	Spring	Summer
<b>Expressive Arts and Design</b>	<p><i>Creating with Materials:</i> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour mixing. Join different materials and explore different textures.</p> <p><i>Being Imaginative &amp; Expressive:</i> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and painting like happiness, sadness, fear etc. Listen with increased attention to sounds.</p>	<p><i>Creating with Materials:</i> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour mixing. Join different materials and explore different textures.</p> <p><i>Being Imaginative &amp; Expressive:</i> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and painting like happiness, sadness, fear etc. Listen with increased attention to sounds.</p>	<p><i>Creating with Materials:</i> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour mixing. Join different materials and explore different textures.</p> <p><i>Being Imaginative &amp; Expressive:</i> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and painting like happiness, sadness, fear etc. Listen with increased attention to sounds.</p>

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<b>Suggested enhancements to learning:</b>	Do you want to be friends?	How many colours in a rainbow?	Why can't I eat chocolate for breakfast?	How old is Kipper?	Why did Jack and Jill go up the hill?	How many pebbles are on the beach?
Role Play:	Friendship Den	Colour kite cabin	Dentist	Tea Party	Baby Clinic – Miss Polly had a dolly	Ice cream parlour
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.					

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<p><b>The Oakdene Way</b> </p> <p>Capturing the imagination of young minds.</p> <p>Inspiring learning environments</p> <p>Stimulating learning opportunities</p> <p>Pupil voice</p> <p>Confident, reflective learners</p> <p><u>Core Principles</u></p>						

