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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|  | **Outside Inside** | **Knowing Yourself** **& Festivals** | **Telling a Tale** | **Sowing a Seed** | **Strength of Mind** | **Working Together** **& Friendships** |
| Settling in and making friends, sharing our own family experiences and discussing our feelings. | Sharing our feelings, interests and important events. Beginning to understand the needs of others. | Showing an interest in traditional tales and storytelling. | Understanding the life cycle and caring for nature. | Developing confidence, resilience and independence. | Understanding the needs and feelings of others. Showing empathy and preparing for new challenges. |
|  | **Literacy Tree Text:**Where the Wild Things AreAnansi the Spider**Core Texts:**All are welcomeMixedThe invisible stringHair LoveOur skin | **Literacy Tree Text:**I am Henry FinchLook UpHalibut Jackson**Core Texts:**Rama and SitaStick ManThe Jolly Christmas Postman | **Literacy Tree Text:**The Magic PaintbrushLittle Red**Core Texts:**The Gingerbread Man3 Billy Goats GruffYou Choose – Fairy Tales | **Literacy Tree Text:**The Tiny SeedThe Extraordinary Gardener**Core Texts:**TadGrowing FrogsErgoFrom seed to sunflower | **Literacy Tree Text:**The Night Pirates**Core Texts:**Clean UpSomebody swallowed StanleySupertatoComing to England | **Literacy Tree Text:**Oi FrogIzzy Gizmo**Core Texts:**The DotKatie and the Starry night |
| **Reception** | **Literacy:**Children begin to hear initial sounds, recognise and write their name and stretch words they want to write. | **Literacy:**Children begin to us their phonic knowledge to decode, blend and segment when reading and writing.  | **Literacy:**Children begin to understand story structure, write words phonetically and read some common irregular words. | **Literacy:**Children are developing their understanding of story structure. Applying their phonic knowledge, and recognising to read and write some common irregular words. | **Literacy:**Children begin to write simple sentences and write for different purposes with increasing independence. | **Literacy:**Children discuss what they have read and continue to write with increasing independence and using more ambitious sentence structures. |
| **Maths:**Children use counting in their play and begin to subitise. They use everyday language to discuss size, quantity, weight and solve problems. | **Maths:**Counting from 0 to 20 using 1to1 correspondence.Solving simple number problems using different strategies.  | **Maths:**Recognise, count and order numbers. Know what is 1 more or 1 fewer than a number and begin to solve doubling, halving and sharing problems.Learn number bonds to 5 and 10. | **Maths:**Explore properties of 2D and 3D shapes and use appropriate terms to describe them.Continue to solve problems using a range of strategies.  | **Maths:**Begin to record calculations and develop use of mathematical language in relation to measurement. | **Maths:**Solve a variety of challenges and continue to record numbers and calculations. Learn to count in 2s, 5s and 10s and revisit number bonds to 5 and 10. |
| **Understanding the World:**Explore nature and discuss their findings.Discuss their family, background and important events. | **Communication & Language:**Listens to others in one-to-one or small groups.  | **Understanding the World:**Celebrating festivals and important cultural events, taking in to account that everyone is different. | **Communication & Language:**Listens to familiar stories with increasing attention and recall. | **Understanding the World:**Investigate different materials and discuss their properties. | **Communication & Language:**Focusing attention – can still listen or do, but can change their own focus of attentionIs able to follow directions (if not intently focused) | **Understanding the World:**Children observe changes in nature. | **Communication & Language:**Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity | **Understanding the World:**Understanding the need to respect other peoples beliefs and values. | **Communication & Language:**May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods;  | **Understanding the World:**Understanding the impact of human activity on nature. | **Communication & Language:**Focus on listening and doing for longer periods of time. |
| **Physical Development:**Focus on developing our gross and fine motor skills. Using one handed tools. | **Expressive Arts and Design:**Construct and build with a purpose in mind and work alongside others to produce something new. | **Physical Development:**Continue to develop fine motor control when using equipment. Variety of activities to develop gross motor skills. | **Expressive Arts and Design:**Confidently select resources, try new things and play cooperatively.  | **Physical Development:**Use different types of equipment and tools, practice throwing, catching, skipping, hopping, climbing and jumping. | **Expressive Arts and Design:**Selecting appropriate resources and begin to learn different techniques.Introduce narrative into their play. | **Physical Development:**Understanding impact of exercise and healthy lifestyle on the body. | **Expressive Arts and Design:**Safely use and explore a variety of materials and textures to produce their work.Sing songs and perform dances and drama in play. | **Physical Development:**Continue to develop fine and gross motor skills.  | **Expressive Arts and Design:**Representing our own ideas through a range of medium. | **Physical Development:**Children learn to play games and follow rules with increasing independence.  | **Expressive Arts and Design:**Use and apply different processes and materials to produce their work.\*ART WEEK |
| **PSED:**Children begin to take turns, share their feelings and build relationships. | **Music:**Listening to a range of different sounds, learning simple songs. | **PSED:**Children begin to take turns, share their feelings and build relationships. | **Music:** | **PSED:**Children discuss their feelings and are aware of the needs of others. | **Music:** | **PSED:**Children are supported to develop confidence to speak with peers and to strategies to resolve disagreements | **Music:** | **PSED:**Continue to solve disagreements using learnt strategies. | **Music:** | **PSED:**Children understand different views and solve problems independently.  | **Music:** |
| **Forest School:**Setting expectations, boundaries and rules for exploring learning and playing in nature. | **Safeguarding:**School Rules, setting expectations for staying safe.Discuss E-Safety rules.Discuss bullying and importance of using kind words and gentle hands. | **Forest School:**Working together and building resilienceCreating Autumn themed transient art. | **Safeguarding:**School Rules, setting expectations for staying safe.Discuss E-Safety rules.Discuss bullying and importance of using kind words and gentle hands. | **Forest School:**Working together and building resilienceIntroducing tools | **Safeguarding:**Focus on e-safety and how to be safe onlineSharing information with parents so that they understand the risk of unsupervised internet use | **Forest School:**Exploring and identifying the changes in nature. Introducing tools | **Safeguarding:**Focus on e-safety and how to be safe onlineSharing information with parents so that they understand the risk of unsupervised internet use | **Forest School:** Investigating Mini-beasts. | **Safeguarding:**Talk about risks and how to minimise risk and the important role different adults play in keeping us safe. | **Forest School:**Den building and increasing risk. | **Safeguarding:**Talk about risks and how to minimise risk and the important role different adults play in keeping us safe. |
| **Equalities:**Lewisham BHMEuropean day of languages | **Additional Activities/Foci:****Harvest Festival** | **Equalities:**Anti-Bullying weekDiversity Role ModelsStonewall LGBTInterfaith weekOdd socks day | **Additional Activities/Foci:****Autumn****Diwali****Christmas****Nativity** | **Equalities:**LGBT month | **Additional Activities/Foci:****Winter****Lunar New Year** | **Equalities:**SRE | **Additional Activities/Foci:****Spring** **Easter****Chicks** | **Equalities:**Autism Awareness week | **Additional Activities/Foci:****Class Trips** | **Equalities:** | **Additional Activities/Foci:****Sports Day****Art Week** |