



	Term 1 Me, Myself and I	Term 2 Once Upon a Time...	Term 3 Out of This World!	Term 4 Land Before Time	Term 5 It's a Bug's Life	Term 6 Down on the Farm
Values	Quality Friendship	Courage Trust	Appreciation Understanding	Honesty Humility	Unity Respect	Responsibility Freedom
Visits/Visitors (Provisional)		Whole School visit to the Pantomime	Homework exhibition	Grandparent Event	St John's Church, Washingborough	Visit to Red Hill Farm The Music Man Methodist Church, Washingborough
Communication and Language	Retelling stories through role play and small world. Talking about our-selves in sentenc-es: what we like and dislike, what we look like, how we are different. Singing songs and rhymes. Asking and an-swering questions using our manners. Talking to our friends! Follow stories with-out pictures or props.	Enjoying traditional tales. Retelling stories that we enjoy. Talking about special events and people. Singing songs and rhymes. Teamwork, asking, replying and getting attention politely. Playing board games. Follow stories without pictures or props.	Enjoying stories and retelling them in spoken word, pictures and sentences. Singing songs and rhymes. Speaking to larger groups about familiar topics. Sharing ideas with talk partners, small groups and the whole class. Begin to use past, present and future tense.	Enjoying stories on a theme. Singing songs and rhymes. Speaking to larger groups about familiar topics. Acting out stories, taking on a character and thinking about how that person would feel. Answering how and why questions about our experiences in response to stories or events	Enjoying stories and retelling them in words and pic-tures. Singing songs and rhymes. Speaking to larger groups about famil-iar topics. Acting out stories, taking on a charac-ter and thinking about how that person would feel. Talking in small groups to organise a project together. Listening and doing at the same time – using our two-channelled atten-tion! Taking a role in our Values Assembly.	Talking about Year One and making sure we are ready! Asking questions during Farmer Time sessions. Use past, present and future tense. Practising our phonemes, graphemes, skimming and scanning for Year One.
Personal, Social and Emotional	Settling in and building relationships. Routines and rules. Taking care of our classroom and resources. Turn taking/sharing and playing together. Talking to our friends! Becoming independent.	Having courage and trying new things. Working together as a team – finding a compromise when we disagree. Taking care of our things. Sharing. Becoming independent. Asking appropriate questions of others	Taking care of Earth. Working together as a team – finding a compromise when we disagree. Taking care of our things. Becoming independent. Celebrating success for ourselves and others. Listening to our friend's ideas.	Taking care of plants and animals. Showing respect for different people. Working together as a team – finding a compromise when we disagree. Becoming independent. Celebrating success for ourselves and others.	Showing respect for people, animals and plants. Working together as a team – finding a compromise when we disagree. Becoming independent. Celebrating success for ourselves and others.	Sharing our thoughts and feelings. Getting ready for Year One – thinking about being older and setting an example to the Penfold Nursery children.



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Physical Development	<p>Fine motor skills including threading and cutting.</p> <p>Fine motor cooking skills.</p> <p>Harvest and gar-denening activities.</p> <p>Learning to play group games and working as a team.</p> <p>Experimenting with different ways of moving</p> <p>Control an object when pushing, pat-ting, throwing, catching or kicking.</p> <p>Find out which hand we prefer to work with.</p> <p>Use anti-clockwise movements and retrace vertical lines.</p> <p>Explore the need to be healthy and what keeps up healthy.</p> <p>Get dressed on our own!</p>	<p>Fine motor skills including letter for-mation.</p> <p>Fine motor cooking skills.</p> <p>Winter gardening.</p> <p>Construction inside and outside with different materials.</p> <p>Learning to play team games, sup-ported each other.</p> <p>Travel with skill when faced with an obstacle (under, over, through).</p> <p>Handle tools and objects safely and with increasing control.</p> <p>Begin to form recognisable letters, most of which are correctly formed.</p> <p>Understand the im-portance of being dry and clean during the day.</p>	<p>Fine motor skills including letter formation.</p> <p>Fine motor cooking skills.</p> <p>Preparing the garden – digging, raking and scrubbing!</p> <p>Learning to play team games, supporting each other.</p> <p>Jump off an object and land appropriately</p> <p>Use tools to effect changes to materials – working on our space projects.</p> <p>Understand the need for safety and can mitigate some risks.</p>	<p>Fine motor skills including letter formation.</p> <p>Fine motor cooking skills.</p> <p>Planting seeds.</p> <p>Building dens outside.</p> <p>Learning to play team games, supporting each other.</p> <p>Negotiate space successfully when playing games.</p> <p>Transport and store equipment safely.</p>	<p>Fine motor skills including letter formation.</p> <p>Fine motor cooking skills.</p> <p>Learning to play team games, supporting each other.</p> <p>Experiments with different ways of moving.</p> <p>Eat a healthy range of food stuffs and understand the need for a variety of food.</p>	<p>Fine motor skills including letter formation.</p> <p>Preparing for Sports Day – racing, relays, skipping and jumping fun!</p> <p>Thinking about and discussing keeping fit and healthy.</p> <p>Checking we have got all the skills we need for Year One!</p>
	<p>Real PE</p> <p>Fundamentals of Movement</p> <p>Agility</p> <p>Coordination</p> <p>Balance</p>	<p>Real PE</p> <p>Fundamentals of Movement</p> <p>Agility</p> <p>Coordination</p> <p>Balance</p>	<p>Real PE</p> <p>Fundamental Movement Skills</p> <p>Travelling</p> <p>Jumping</p>	<p>Real PE</p> <p>Fundamental Movement Skills</p> <p>Sending</p> <p>Receiving</p> <p>Striking</p>	<p>Real PE</p> <p>Athletics Development</p>	<p>Real PE</p> <p>Acting out stories and creating games</p>



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Literacy – Reading	<p>Phonics - learning speed sounds Set 1. Hears and says the initial sounds in words. Sharing fiction and non-fiction books. Choosing reading books that we enjoy. Introduction of one to one reading. Library visits. Enjoys listening to rhymes.</p>	<p>Phonics – learning speed sounds Set 1 and Ditty books. Choosing reading books that we enjoy. Reading words by blending and other cues. Library visits. Retelling familiar stories through story mapping. Sharing fiction and non-fiction books.</p>	<p>Phonics - learning speed sounds Set 1 and Ditty books. Link sounds to letters naming and sounding the letters of the alphabet. Sharing fiction and non-fiction books. Learning Red words at home. Library visits. Retelling familiar stories through story mapping. Continues a rhyming string.</p>	<p>Phonics - learning speed sounds Set 1 and Ditty books. Sharing fiction and non-fiction books. Learning Red Words at home. Library visits. Retelling familiar stories through story mapping. Begins to read words and simple sentences.</p>	<p>Phonics - learning speed sounds Set 2 and Green books Sharing fiction and non-fiction books. Retelling familiar stories through story mapping. Enjoying characters and roleplay. Library visits. Knows that information can be retrieved from books and computers.</p>	<p>Phonics - learning speed sounds Set 2 and Purple books. Library visits. Retelling familiar stories. Using our phonics skill to read 'nonsense' and 'real' words. Demonstrate understanding when talking with others about what they have read.</p>
Literacy – Writing	<p>Writing our names. Forming letters correctly. Retelling familiar stories. Give meaning to marks we make as we paint, draw and write</p>	<p>Writing our names, captions and lists. Forming letters correctly. Begin to break the flow of speech into words. Segmenting the sounds in simple words. Write own name and other things such as labels and captions.</p>	<p>Writing simple sentences by applying our phonological knowledge. Forming letters correctly. Using clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Writing simple sentences and stories applying our phonological knowledge. Forming letters correctly. Start to write short sentences in meaningful context.</p>	<p>Writing stories, poems and more complex sentences. Learning spelling lists at home. Perfecting our handwriting. Practise writing our Red Words.</p>	<p>Writing for enjoyment. Apply our phonics with greater confidence. Learning spelling lists at home. Perfecting our handwriting. Having a go at writing sentences that can be read by ourselves and others.</p>

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Mathematics	<p>Confidence with counting.</p> <p>Ordering numbers.</p> <p>Use language relating to days of the week and months of the year.</p> <p>Measuring and estimating.</p> <p>Using positional language.</p> <p>Exploring repeating patterns.</p> <p>Recognise some numerals of personal significance.</p> <p>Recognise numerals from 1-5.</p> <p>Select a particular named shape.</p> <p>Name flat 2D shapes.</p>	<p>Developing confidence with counting to 20.</p> <p>Recognising and ordering numbers to 20.</p> <p>Measuring and estimating.</p> <p>Identifying 2D and 3D shapes.</p> <p>Understanding more and less.</p> <p>Using language relating to days of the week and months of the year.</p> <p>Counting up to four objects by saying one number name for each item.</p> <p>Counting actions are objects which cannot be moved.</p> <p>Recognise numerals to 10.</p> <p>Nam-ing solid 3D shapes.</p> <p>Using familiar objects and common shapes to create and recreate pat-terns and build models.</p>	<p>Number skills – addition and subtraction.</p> <p>Developing confidence with counting to 20.</p> <p>Recognising and ordering numbers to 20.</p> <p>Using and applying positional language.</p> <p>Exploring counting in 2s.</p> <p>Counting objects to 10 and beginning to count objects beyond 10.</p> <p>Counting out up to 6 objects from a larger group.</p> <p>Selecting the correct numeral to represent 10 objects.</p> <p>Using the language of more and fewer to compare two sets of objects.</p> <p>Using mathematical terms to describe 2D and 3D shapes</p>	<p>Number skills – addition and subtraction.</p> <p>Confidence with counting to 20 and beyond.</p> <p>Recognising and ordering numbers to 20 and beyond.</p> <p>Comparing length, weight and capacity.</p> <p>Exploring counting in 10s. Counting an irregular arrangement of up to 10 objects.</p> <p>Finding the total number of items in two groups by counting them.</p> <p>Saying a number that is one more than a given number.</p> <p>Ordering and sequencing familiar events.</p>	<p>Number skills – addition and subtraction.</p> <p>Confidence with counting to 20 and beyond.</p> <p>Recognising and ordering numbers to 20 and beyond.</p> <p>Comparing length, weight and capacity.</p> <p>Exploring time and money.</p> <p>Exploring counting in 5s.</p> <p>Estimating how many objects we can see and checking by counting them.</p> <p>Finding one more or one less from a group of up to 10 objects.</p>	<p>Talking about the properties of 2D and 3D shapes.</p> <p>Exploring capacity and estimating.</p> <p>Writing addition and subtraction sentences.</p> <p>Using our doubling and halving skills for objects and numbers!</p> <p>Recognising numbers to 30 and beyond.</p> <p>Solving problems involving money and time.</p> <p>Counting in 2s, 5s and 10s.</p> <p>Recording using marks that we can interpret and explain.</p>
Understanding the World	<p>Talking about different families.</p> <p>Talking about experiences in our culture and other cultures.</p> <p>Exploring our feelings – talking about why we or other people might be upset/happy/scared.</p> <p>Finding out about growing.</p> <p>Exploring changes that happen in the Autumn.</p> <p>Learning about people who help us.</p> <p>Using technology –the interactive whiteboard.</p>	<p>Exploring and experimenting with natural materials.</p> <p>Exploring houses around the world.</p> <p>Exploring Diwali and celebrations of the Winter season.</p> <p>Talking about our family traditions.</p>	<p>Exploring the solar system.</p> <p>Looking at pictures of Earth from space.</p> <p>Experimenting with the science of melting and freezing.</p> <p>Testing warmth and cold.</p> <p>Using laptops and developing typing skills.</p> <p>Exploring Chinese New Year.</p> <p>Programing toys!</p>	<p>Exploring dinosaurs.</p> <p>Taking photographs and making videos using iPads.</p> <p>Thinking about how has the world changed?</p> <p>How can we look after our environment?</p> <p>Exploring aerial maps.</p>	<p>Investigating minibeasts.</p> <p>Designing and building a bug hotel.</p> <p>Finding out about Spring and the animals that are born.</p> <p>Exploring lifecycles.</p> <p>Exploring our local environment and making a map.</p>	<p>Looking after our vegetable plants – observing the changes overtime.</p> <p>Visiting the polytunnel.</p> <p>Exploring different animal coverings – feathers, wool, fur.</p>



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Expressive Art and Design	<p>Learning and singing simple songs from memory.</p> <p>Painting our portraits.</p> <p>Experimenting with the colours of Autumn.</p> <p>Printing patterns.</p> <p>Learning new pencil and paintbrush techniques.</p> <p>Safely using simple tools, including scissors.</p> <p>Introducing storylines into our play.</p> <p>Playing alongside other children who are engaged in the same theme.</p>	<p>Designing and making magic wands.</p> <p>Making Diwali Diva lamps using clay.</p> <p>Learning and singing simple songs from memory.</p> <p>Making Christmas decorations, cards and presents.</p> <p>Exploring fireworks, glitter, sparkle and the colours of Winter.</p> <p>Printing patterns.</p> <p>Learning the Christmas nativity – working as part of a group to act out a narrative.</p> <p>Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Learning and singing simple songs from memory.</p> <p>Making rocket models.</p> <p>Designing and making flying saucers and clay aliens.</p> <p>Splatter painting the sky!</p> <p>Roleplay of mission control and the space shuttle.</p> <p>Making planets and moons - explore different textures.</p>	<p>Learning and singing simple songs from memory.</p> <p>Enjoying Spring and Easter crafts.</p> <p>Exploring and making music.</p> <p>Using our understanding of colour to make dinosaur silhouette art.</p> <p>Understanding that different media can be combined to create new effects.</p>	<p>Learning and singing simple songs from memory.</p> <p>Taking photographs of minibeasts and their habitats.</p> <p>Making minibeast sun catchers.</p>	<p>Learning and singing simple songs from memory.</p> <p>Designing our vegetable plot.</p> <p>Printing with vegetable.</p> <p>Using our sketchbooks for observational drawings.</p>
Food	<p>TastEd See and Touch</p> <p>Hygiene</p> <p>Cooking Fruit salad</p>	<p>TastEd Hear and Smell</p> <p>Harvest</p> <p>Cooking Twisted bread</p>	<p>TastEd Taste and all the senses</p> <p>Cooking Beetroot hummus</p>	<p>TastEd See and Touch</p> <p>Cooking Spring onion and potato soup</p>	<p>TastEd Hear and smell</p> <p>Cooking Jumping bean couscous salad</p>	<p>TastEd Taste and design</p> <p>Cooking Scones</p>



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Internet Safety	<p>Self Image and Identity Recognise that I can say no and ask for help when something makes me sad.</p> <p>Copywrite and Ownership Know that work I create belongs to me and add my name.</p>	<p>Online Relationships Recognise how I can communicate, and how I might use the internet to communicate.</p> <p>Online Reputation Understand that I can put information on the internet.</p>	<p>Online Bullying Think about how some people can be unkind online and how it can make people feel.</p>	<p>Health, well-being and lifestyle Identify rules that help keep us safe online.</p>	<p>Managing Online Information Talk about using the internet to find things out.</p>	<p>Privacy and Security Talk about what my private information is and people I know it is safe to share it with.</p>
Computing	<p>iJam – rJam k An introduction to composition and what different sounds and instruments sound like together</p>	<p>iProgram – rProgram An introduction to coding</p>	<p>iDesign – rDesign Introduction to digital photography</p>	<p>iAnimate – rAnimate Introduction to animation using 'iStopMotion'</p>	<p>iCommunicate – rCommunicate Internet Safety</p>	<p>iFilm Lite Level 1 – rFilm Introduction to filmmaking using 'iMovie' and 'TeleStory'</p>
Reading Spine Class Reads	<p>Shhh!, Sally Grindley My Grumpy's Outing, John Burningham</p>	<p>On the Way Home, Jill Murphy Goodnight Moon, Margaret Wise Brown</p>	<p>Owl Babies, Martin Waddell The Gruffalo, Julia Donaldson</p>	<p>Whatever Next, Jill Murphy Mr Grumpy's Outing, John Burningham</p>	<p>Handa's Surprise, Eileen Browne Mrs Armitage on Wheels, Quentin Blake</p>	<p>Farmer Duck, Martin Waddell and Helen Oxenbury, Rosie's Walk, Pat Hutchins</p>