



Subject	Autumn		Spring		Summer	
Semi-Formal Explorers	Autumn 1 All About Me	Autumn 2 Traditional Tales	Spring 1 Transport	Spring 2 Farm	Summer 1 Growing	Summer 2 Superhero
<b>Text</b>	ABC I Like Me  My Five Senses	Ghanaian Goldilocks  Jack and the Beanstalk	Dig Dig Digging  My Naughty Bus	What the ladybird heard?  Old Macdonald had a farm	Jasper’s Beanstalk  How does a plant grow?  Owl Babies	10 Little Superheroes  The Lion Inside Supertato
<b>Cognition and Learning: Early developmental learning and play</b>	All about me- naming myself, my interests and preferences eg I like /I don't like.  Early counting and actions songs  Personalised books  Early concept: same and different  Early counting to 5 and beyond  1 to 1 to 6 eg 1 plate and 1 cup	My favourite book  Matching pictures and symbols including characters and actions  Early concepts relating to size and shape  Comparing two objects relating to their size- big and small  Teach <i>more</i>	Learning and naming common modes of transport  Making and recognising transport sounds  Matching symbols and photos  Sorting and classifying transport by mode, colour,  Eg road, water, sky  Lining up objects and counting sets	Learning and naming common farm animals and matching animal sounds  Recognising similarities and differences – same/ different  Counting animals and animal sounds (things we can touch/ not touch)  Copying a simple pattern beneath a model, e.g. pig, cow, pig, cow...	Timeline – what does a baby need?  What does a seed need?  Matching baby pictures to children  Growing and observing beans over time  Understanding big and small in real contexts in the garden and classroom	I am a superhero!  My super family  Real superheroes  Super Group - working together, performing a song/ play sequence or action song- superman  Counting forwards and backwards e.g. 321 blast off!
<b>Communication and Interaction</b>	Get to know me  Core vocab	Building relationships  I like	Begin to introduce attributes to comment or requests	Using attributes to request a toy or activity e.g. I want the big cow	Using 2 attributes such as colour and size to describe and request	Communicating for a range of purposes - making choices, commenting,



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	<p>I want</p> <p>I like</p> <p>I feel</p> <p>I need</p> <p>Increase bids for interaction</p>	<p>I can choose</p> <p>I can refuse</p> <p>I can copy a simple story sequence (subject verb) – early sounds / role play and small world</p>	<p>e.g. I want the BIG / green car</p> <p>Opportunities for joint attention, structured play</p> <p>Model, use and reinforce key vocabulary</p>	<p>Using vocabulary play boards to understand who is doing what <del>where?</del></p> <p>Play sequences, action rhymes, cause and effect</p>	<p>Developing fringe vocabulary around food, colours, numbers, and size</p>	<p>requesting, how do I feel what do I need, greeting a familiar adults / peers</p> <p>Engaging in meaningful interactions</p>
<b>Phonics</b>	<p>Key focus</p> <p>Phase 1 (Aspects 1–4)</p> <p>Develop listening and attention</p> <ul style="list-style-type: none"> <li>- Environmental sounds</li> <li>- Instrumental sounds -</li> <li>- Body percussion -</li> <li>- Rhythm and rhyme -</li> <li>- Daily speaking &amp; listening games -</li> <li>- Nursery rhymes and songs, sound discrimination</li> <li>s, a, t, p (linked to names, body parts: Sam, tap, pat, sit)</li> <li>s, a, t, pi n</li> <li>Sound hunts with mirrors, name collages</li> </ul>	<p><b>Key Focus:</b></p> <p>Phase 1 (Aspects 5–7)</p> <p>Build oral blending and sound discrimination</p> <p>Daily speaking &amp; listening games -</p> <p>Nursery rhymes and songs,</p> <ul style="list-style-type: none"> <li>- Alliteration - Voice sounds - Oral blending &amp; segmenting (e.g., c-a-t = cat) - Sound talk -</li> </ul> <p>Continue daily Phase 1 games</p> <p>Introduce/expose children GPCs: s, a, t, p, i, n, m, d, g, o</p>	<p><b>Key focus</b></p> <p>Phase 2 (Start GPCs)</p> <p>Introduce initial letter-sound correspondences</p> <p>Daily speaking &amp; listening games -</p> <p>Nursery rhymes and songs,</p> <ul style="list-style-type: none"> <li>- Introduce fi 19 GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l -</li> </ul> <p>Begin blending to read VC and CVC words -</p> <p>Introduce tricky words: <i>is, I, the</i></p>	<p>Key focus</p> <p>Phase 2 (Continue)</p> <p>Consolidate blending, segmenting and tricky words</p> <p>Daily speaking &amp; listening games -</p> <p>Nursery rhymes and songs,</p> <ul style="list-style-type: none"> <li>- Continue blending and segmenting CVC words -</li> </ul> <p>Begin reading captions/sentences -</p> <p>Write labels and simple captions -</p> <p>Tricky words: <i>put, pull, full, as, and, has, his, her, go, no, to, into</i></p>	<p>Key focus</p> <p>Phase 2 (Secure)</p> <p>Secure all Phase 2 sounds and tricky word</p> <p>Daily speaking &amp; listening games -</p> <p>Nursery rhymes and songs, s</p> <ul style="list-style-type: none"> <li>- Daily blending and segmenting practice -</li> </ul> <p>Apply skills in reading books (Big Cat books aligned) -</p> <p>Independent reading and writing opportunities</p>	<p>Key focus</p> <p>Phase 2 (Consolidation)</p> <p>Apply Phase 2 learning across curriculum</p> <p>Daily speaking &amp; listening games -</p> <p>Nursery rhymes and songs,</p> <ul style="list-style-type: none"> <li>- Revisit and review all GPCs and tricky words -</li> </ul> <p>Reading and writing short sentences -</p> <p>Phonics assessments to</p>



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	<p>with letters, letter/sound songs</p> <p>Recognise and match phonemes to graphemes in high-interest words</p>					<p>identify next steps - Prepare for Phase 3 in Year 1 or Reception Autumn 1</p>
<b>Personal &amp; Social Development</b>	<p>Get to know me</p> <p>Recognising myself and others</p> <p>What makes me different? What is unique and what is the same? Appearance and interests</p>	<p>Building Relationships</p> <p>Simple cause and effect games- eg What's the time Mr wolf?</p> <p>Personal preferences to stories and rhymes</p> <p>Taking turns and sharing equipment using story props</p>	<p>Working with others</p> <p>Shared enjoyment and attention – the wheels on the bus</p> <p>Turn taking small world transport sets</p> <p>Cause and effect- car ramp</p>	<p>Taking turns and sharing</p> <p>Looking after others – animals</p> <p>What does a baby (and baby animal) need?</p> <p>Food shelter love water/ milk</p>	<p>Joint attention with peers</p> <p>Tolerating different tastes, textures and smells relating to fruit and vegetables</p> <p>Looking after myself, What I need to be healthy and grow</p>	<p>Working together - team building</p> <p>Caring for others, including our friends</p> <p>zones of regulation</p> <p>dangers</p>
<b>My World around me</b>	<p>Me and my body</p> <p>Naming basic body parts</p> <p>What do we see, hear, taste, smell and feel?</p> <p>Where do I go and who do I know?</p>	<p>Developing a basic understanding of concepts around growing, changing / comparing materials and time</p>	<p>Experimenting with movement of vehicles and ramps</p> <p>Recognising different modes of transport – matching photos to illustrations or videos</p>	<p>Matching baby animals with their mothers</p> <p>Visit City Farm</p> <p>Know and match physical features e.g. ears legs body</p>	<p>Planting and growing seeds and plants</p> <p>Sequencing the life cycle of a seed</p> <p>Sorting babies and children and adults</p>	<p>People who help us in the local community</p> <p>Naming community workers</p> <p>Meeting community workers e.g. shop keepers, post</p>



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	<p>Eg time lapse growing beans for Jack and the Beanstalk,</p>	<p>Early concept: floating and sinking-  Investigate What makes the best boat?</p>	<p>Guess the body part- what is it? Who does it belong to?  Ordering photos of people growing up  Can you recognise you in a photograph? Now and as a baby?  workers,, fire, ambulance and police  Using a shopping list or sending a letter</p>
<p><b>My Physical world</b>  <b>PE</b>  <b>Gross motor and fine motor</b></p>	<p><b>Gross Motor Focus (PE)</b>  <b>Body Awareness &amp; Movement</b> Exploring how our bodies move in space  <b>Fine Motor Focus</b>  <b>Hand Strength &amp; Control</b> Developing hand function and coordination  <b>Key Skills &amp; Activities</b>  - Body part action songs (e.g. Head, Shoulders, Knees &amp; Toes) - Floor-based movement games (roll, crawl, walk, jump) - Threading large beads, squishing playdough - “Me” collage: tearing and sticking</p>	<p><b>Gross Motor Focus (PE)</b>  <b>Balance &amp; Coordination</b> Moving around, over, and under apparatus  <b>Fine Motor Focus</b>  <b>Mark-Making and Pre-Writing Skills</b>  <b>Key Skills &amp; Activities</b>  - Obstacle courses linked to stories (e.g. "Jack’s Beanstalk Climb") - Animal walks (e.g. bear crawl, frog jump) - Use of ribbons, chalks, paint rollers - Draw characters from stories using finger paints or chalk - Peg boards, dot-to-dot shapes  <b>Gross Motor Focus (PE)</b>  <b>Travelling in Different Ways</b> Pushing, pulling, rolling, riding  <b>Fine Motor Focus</b>  <b>Construction &amp; Tool Use</b> Grip and manipulate everyday tools  <b>Key Skills &amp; Activities</b>  - Ride-on toys, scooter boards - Move like vehicles (helicopter arms, car crawl) - Use nuts and bolts, building blocks, shape sorters - Hammering pegs,</p>	<p><b>Gross Motor Focus (PE)</b>  <b>Object Control</b> Throwing, catching, pushing, kicking  <b>Fine Motor Focus</b>  <b>Everyday Functional Movement</b> Using hands for dressing, feeding, tool use  <b>Key Skills &amp; Activities</b>  - Beanbag toss at animal targets - Balloon tennis, soft ball catching - Dressing up farm characters: zips, buttons - Pouring, scooping, stirring (e.g. pretend feed animals) - Open/close containers and snack packs  <b>Gross Motor Focus (PE)</b>  <b>Movement Through Space</b> Running, jumping, hopping, climbing  <b>Fine Motor Focus</b>  <b>Writing Readiness</b> Fine control for mark making and early writing  <b>Key Skills &amp; Activities</b>  - Movement trails around the garden - Plant-themed action games (e.g. stretch like a sunflower) - Tracing curved/straight lines, drawing plant shapes - Paint with small brushes - Copy patterns, trace  <b>Gross Motor Focus (PE)</b>  <b>Team Games &amp; Strength</b> Working together, building stamina  <b>Fine Motor Focus</b>  <b>Precision &amp; Independent Use</b> Small manipulative and creative skills  <b>Key Skills &amp; Activities</b>  - Parachute play, relay games, superhero circuit training - Tug of war, obstacle missions - Finger gym superhero stations (e.g. pick up</p>



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	<p>- Using tweezers, pegs, poppers</p>	<p>lacing shapes - Making roads and vehicles with small bricks</p>	<p>names using finger or pencil</p> <p>'kryptonite' with tweezers) - Buttoning capes, sticker charts - Use scissors to cut out logos/capes</p>			
<p><b>My Creativity</b> <b>Music</b> <b>Art and Drama</b></p>	<p>Music: Songs about myself eg head shoulders knees and toes</p> <p>Songs from home, favourites</p> <p>Art: Self-portrait, using a face template and collage materials</p> <p>Drama: Role play: home corner using everyday activities about me- eg sleep, eat, cook,</p>	<p>Traditional songs relating to learnt stories</p> <p>Moving your body to represent different characters including animals eg slither like a snake</p> <p>Story board display using range of different materials</p> <p>Role play and small world opportunities to sequence the story or key event</p>	<p>Role play Mr Gumpy's Outing</p> <p>Role play a journey eg getting on the bus with props</p> <p>Environmental sounds of the city – listening walk and soundscape (music)</p> <p>Making patterns with tracks and small worlds vehicles</p>	<p>Small world and messy play farm</p> <p>Using play sequences to comment and play</p> <p>Role play looking after animals</p> <p>Music: animal sounds, songs and actions</p> <p>Shoe box story farm</p> <p>Perform a song or sequence outside the setting</p>	<p>Music Once I found a cherry stone- movement and dance</p> <p>Printing with fruit and veg</p> <p>Press flowers for collage</p> <p>Nature collages – Andy Goldsworthy</p> <p>Role play: looking after the baby</p> <p>Home corner / dolls house</p>	<p>Music- action songs and rhymes</p> <p>I see the people in my town - sing and sign</p> <p>Textiles- cape making and role play and/ or performance</p> <p>Markmaking thank you card - for those who help us</p> <p>Small world imaginary play with figures and different environments</p>



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<p><b>My Independence</b></p> <p><b>Self Help</b></p> <p><b>Life Skills/ Cooking</b></p>	<p>Developing independence around own resources eg hang up coat, find resources needed</p> <p>Make a simple request or choice</p> <p>Cooking simple snacks for me</p>	<p>Developing skills and independence around dressing/ undressing</p> <p>Making choices for food, snack, rhymes and toys</p> <p>Cooking- porridge and cereal – open, pour, more, finished, measuring a bowlful</p>	<p>Use stop and wait during road safety experiences</p> <p>Early emotions and basic wants and needs</p> <p>Eg I feel I need</p> <p>Shopping using road safety and following a schedule</p>	<p>Early concepts: open and close- relate to visit to the farm eg gate</p> <p>Looking after baby animals including washing (clean and dirty)</p> <p>Cooking: decorating animal cookies</p> <p>Requesting using colours and shapes</p>	<p>What do I need? making healthy choices around food, drink and safety</p> <p>Caring for others</p> <p>Healthy eating- increase fruit, veg and water intake</p> <p>Cooking healthy snacks</p>	<p>Hero Behaviour- increase responsibility and helpfulness- do a job around the school eg litter picking or gardening</p> <p>Social skills working with others</p> <p>Superhero snacks - trying new foods fresh fruit and veg</p>
<p><b>Trips and visitors</b></p>	<p>Family picnic or afternoon high tea with parents/carers and siblings.</p> <p>Local walk =Road safety</p> <p>Class trips</p>	<p>Get the bus out of and back into your local area. Teach children to people watch</p> <p>Local walk =Road safety</p> <p>Class trips</p>	<p>Go on a;</p> <ul style="list-style-type: none"> <li>- Bus</li> <li>- Boat from Riverside dock to</li> <li>- Local walk =Road safety</li> </ul> <p>Class trips</p>	<p>Trip to the farm</p> <p>Post a letter/ visit to a post office</p> <p>Invite a farmer in</p> <p>Local walk =Road safety</p> <p>Class trips</p>	<p>Trip to local park to identify common flowering plants</p> <p>Trip to the green grocer to buy fresh fruit and salad</p> <p>Local walk =Road safety</p> <p>Class trips</p>	<p>Superhero dress up day Local walk =Road safety</p> <p>Class trips</p> <p>Visitors: people who help us</p>