

| YR       | Communication and language   | Personal, Social & Emotional development   | Physical Development   | Literacy  | Maths  | Understanding the world  | Expressive Arts and Design   |
|----------|--|--|--|---|--|--|--|
| Autumn 1 | <p>Listening to focus stories and joining in with them</p> <p>Small group and whole class stories</p> <p>Story time discussions</p> <p>Focus vocabulary in literacy</p> <p>Daily routine songs</p> <p>The Gruffalo song</p> <p>Favourite rhymes</p> <p>Story retelling</p> <p>Sound walks</p> <p>Story walks</p> <p>Exploring story telling area</p> | <p>Settling in - focus on friendships and behaviour</p> <p>Introducing learning space areas – rules for each area, use of equipment and tidying</p> <p>Sharing a shell – ways to be kind, taking turns</p> <p>Class rules: kind hands and feet, kind words, look after our classroom</p> <p>Exposure to new learning opportunities and group times</p> <p>Introducing house points</p> | <p>Introduction to PE<br/>Exploring outdoor physical equipment</p> <p>Mark making<br/>Pencil grip assessment<br/>Name writing</p> <p>Putting on coats, explorer suits and wellies</p> <p>Developing scissor control</p> <p>Threading, dough gym/ fine motor activities</p> <p>Further develop and refine a range of ball skills including: throwing, catching</p> <p>Progress towards a more fluent style of moving</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping</p> | <p><b>Focus Stories:</b><br/><b>What the ladybird heard</b></p> <p><b>Sharing a shell</b></p> <p><b>The Gruffalo</b></p> <p><b>Superworm</b></p> <p><b>A squash and a squeeze</b></p> <p>Story retelling – orally and sequencing events</p> <p>Repetitive stories – joining in with repeated phrases</p> <p>Focus on name writing and forming individual letters correctly</p> <p>Introducing Tales toolkit symbols</p> <p>Exploring story telling through the use of the role play area.</p> | <p>One to one counting</p> <p>Numeral recognition</p> <p>Matching amounts – exploring different representations of numbers and matching to numerals</p> <p>Sorting/ grouping according to properties of objects</p> <p>Comparing amounts – vocabulary of more or less</p> <p>Patterns – 2 and 3 part</p> <p>Measuring objects</p> <p>Comparing size – vocabulary of bigger/smaller/ taller/shorter</p> | <p>Writing - I am and I can</p> <p>Story sequencing</p> <p>Map making</p> <p>Listening walks – environmental sounds</p> <p>Exploring different story setting environments e.g. woods, ocean, farm.</p> <p>Exploring home corner</p> <p>Worm Hunt</p> | <p>Use of aprons</p> <p>Use of tools and equipment</p> <p>Moderated use of materials</p> <p>Learning new songs and rhymes</p> <p>Giant listening ears for sound walks</p> <p>Self-portraits – using colours for a purpose</p> <p>Homes for animals – squash and a squeeze- junk modelling and joining</p> <p>Gruffalo collage</p> <p>Make a home for the crab - junk modelling and joining</p> <p>Decorate a shell – printing patterns</p> |

| YR       | Communication and language  | Personal, Social & Emotional development  | Physical Development  | Literacy  | Maths  | Understanding the world   | Expressive Arts and Design  |
|----------|---|---|---|---|--|---|---|
| Autumn 2 | <p>Story retelling</p> <p>Acting out focus stories</p> <p>Introduce story maps</p> <p>Learning Makaton signs with rhymes</p> <p>Exploring feelings and how to express own feelings</p> <p>Bonfire night discussions</p> <p>Sharing experiences of Christmas and Diwali</p> <p>Post Office vocabulary</p> <p>Christmas songs and rhymes</p> <p>The Christmas story</p> | <p>Exploration of feelings through story themes e.g. big bad wolf</p> <p>How to stay safe outside of school (posting letters)</p> <p>Feelings associated with giving to others</p> <p>Learning to work independently at a given task</p> <p>Developing attention and concentration during group times</p> <p>Working together in a team</p> <p>Bonfire night discussions - safety</p> | <p>Large constructions – bridges and houses</p> <p>Continue to develop name, letter and word writing</p> <p>Developing pencil grip and control</p> <p>Continued focus on correct letter formation</p> <p>Revise and refine the fundamental movement skills</p> <p>Progress towards a more fluent style of moving</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Negotiates spatial awareness and safety</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> | <p><b>Focus Stories:</b></p> <ul style="list-style-type: none"> <li>• <b>3 Billy Goats Gruff</b></li> <li>• <b>Goldilocks and the Three bears</b></li> <li>• <b>3 Little Pigs</b></li> <li>• <b>The Gingerbread Man</b></li> <li>• <b>Stick Man</b></li> <li>• <b>The Christmas Story</b></li> </ul> <p>Story retelling/ drama with story maps</p> <p>Using tales toolkit to support writing</p> <p>Reading key words in stories</p> <p>Focus on cvc word writing</p> <p>Continue to develop name, letter and word writing</p> <p>Writing Christmas cards and letters</p> <p>Writing Christmas lists</p> <p>Early sentence building and writing</p> | <p>One to one counting</p> <p>Composition of numbers – subitising and representing numbers in different ways</p> <p>Numeral recognition</p> <p>Comparing amounts</p> <p>One more, one less</p> <p>Time – sequencing daily events</p> <p>Spatial awareness – positional language</p> <p>Finding 3's – linked to traditional tales</p> | <p>Learning about Remembrance Day, Diwali and Christmas</p> <p>What are traditional tales?</p> <p>Bonfire night discussions – why it is celebrated</p> <p><b>Take out Learning about the postal service, role of the postal worker linked to story the Christmas Jolly Postman</b></p> <p><b>Add in Where in the World?</b></p> <p><b>Looking at different types of houses that we live in. Where do we live? Focus on Newbury Where is Newbury? Making links to other countries that the children in Reception have visited.</b></p> | <p>Bridges/ Houses for the pigs – large and small construction</p> <p>Role-play masks – for story retelling</p> <p>Props for story retelling</p> <p>Making gingerbread men – Explorers cooking activity</p> <p>Making a Post office role play area</p> <p>Making stick people – collecting natural resources</p> <p>Nativity/ Christmas songs – Learning rhymes and script for the Christmas performance</p> <p>Continue to develop joining skills for junk modelling</p> |