







Planning is used as a guide and not a "tick list". This is to ensure that staff have the flexibility to respond to individual needs, interests and cultures when appropriate.

| Subject | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Whole School Christian Values |  LOVE |  PEACE |  WISDOM |  HOPE |  FRIENDSHIP |  HONESTY |
| Theme | <u>All about me!</u> <u>Home and family</u> | <u>What's New?</u> <u>Celebrations</u> | <u>All Creatures Great and Small</u> | <u>Spring and Growth</u> | <u>Here, There & Everywhere!</u> | <u>Healthy Me and Ready, Steady, Go!</u> |
| Books/Texts | Super Duper me Owl Babies All kinds of Babies Brothers & Sisters Just Because If I Had a Hundred Mummies There's a House inside my Mummy The 3 Little pigs Home Sweet Home All Kinds of People | Tattybogle Changing Seasons (Autumn and winter) The Gruffalo's Child A House for Hedgehog Wide Awake Hedgehog Leafy the Pet Leaf Leaf Man Pumpkin soup Elmer's Weather Polar Bear, Polar Bear, What do you Hear? My First Diwali Story My First Nativity Story Moggs Christmas The Jolly Christmas Postman Christmasaurus | Dinosaurs Love Underpants If I were a dinosaur Harry and his Bucketful of Dinosaurs The Dinosaur that Pooped a Planet Mad about Dinosaurs Dear zoo story sack Elmer The Animal Boogie Brown Bear, Brown Bear, What do you See? Goldilocks Farmer Duck | The Very Hungry Caterpillar Miffy (story sack) The Little Red Hen Mad about Minibeasts Oliver's Vegetables Sam Plants a Sunflower Growing Frogs The Teeny Weeny Tadpole Who's in the egg? Non Fiction Life Cycle books | Amazing Machines Selection The Train Ride (story sack) Duck in the Truck The Journey Home from Grandpa's The Big Blue Train Duck's Day Out Pirates's Love Underpants Ten Little Pirates That's Not My Pirate | Going to school The Colour Monster Goes to School Harry and the Dinosaurs go to School See Inside your Body Why Shouldn't I Eat Junk Food? Staying Safe in the Sun Aliens Love Underpants Little princess, I want my Potty! |

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| Texts Linked to our Values | Love Guess How Much I Love You Love you Forever What Colour is Love? No Matter What! | Peace All Kinds of Beliefs What I Believe I am Peace Peace is an Offering Malala Yousafzai- focus The Peace Book The Colour Monster | Wisdom Superworm What the Ladybird Heard The Gruffalo We're going on a bear hunt | Hope The Three Wishes Wisp - A story of Hope by Zana Fraillon That's not a daffodil How do you make a rainbow? | Friendship I'm Sorry Best Friends or Not? Is That What Friends Do? Don't Call me Special Whoever You Are My World your World Handa's surprise | Honesty Don't tell lies Lucy! Tell the truth |
| Provocations / Investigations | Materials and Textures What are houses built from? Different types of Homes Exploring Animal Homes | Weather changes Leaf collecting Forest activities Ice and Temperature experiments Christmas Decorations Lights | Fossils Footprints Comparing fur, feathers, skin etc and animal homes/climate. | Weather changes. spring/summer Life cycles Growth - experiments and plant growth | Holidays Camping Travel Transport | Role play school Investigating effects on bodies from exercise, wellbeing activities |
| Personal, Social and Emotional Development | Settling in at Nursery, Introducing rules and routines, 0-3 Find ways to calm themselves, through being comforted by their key person. Establish their sense of self. 3-4 Develop their sense of responsibility and membership of a community Jigsaw PSHE Scheme- Being Me in My World | Talking about celebrations and family traditions Ready, Respectful, Caring - rules and routines 0-3- feel strong enough to express a range of feelings. Are talking about their feelings in more elaborated ways "I am happy because" 3-4 Talk about their feelings using words like happy or sad. Jigsaw PSHE Scheme- Celebrating Difference | Discussing wise choices and repairing relationships. 0-3 Express preferences and decisions, try new things and establish autonomy 3-4- Select and use activities and resources, with help when needed. Jigsaw PSHE Scheme- Dreams and Goals | Learning about growth and development of ourselves. 0-3 Notice and ask questions about differences, such as skin colour, types of hair, gender, SEND etc. 3-4 Begin to understand how others might be feeling Jigsaw PSHE Scheme- Healthy Me | What makes a good friend? 0-3 develop friendships with other children 3-4 Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Jigsaw PSHE Scheme- Relationship | Transition to school, building confidence and encouraging independence 0-3 Feel confident when taken around the local area (or in school) and enjoy exploring new places with their key person. 3-4 Show more confidence in new social situations Jigsaw PSHE Scheme- Changing Me |
| Physical Development Gross Motor: Soft play gym/Yoga in the studio | Large blocks to build homes, climbing in and out. Den building, exploring outdoor space. Fine motor mark making self portraits. | Exploring the forest area. Fine motor Christmas crafts. | Animal home building, movement/dance like animals, exploring their movements. | Fine motor seed planting, exploring natural materials with hands. Explore the effects on our bodies, strength. | Movement to represent vehicles, negotiating space while travelling. | Fine motor, tying a tie/shoelaces, buttons and zips. Explore healthy choices and the effect movement has on our bodies. |

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| <p>Parachute games</p> <p>Balance Bikes</p> <p>Climbing frame & slide</p> <p>Forest School area</p> <p>Fine motor: Funky fingers</p> <p>Playdough</p> <p>Threading</p> <p>Mark making</p> <p>Tap A Shape</p> <p>Pegs to Paper Set 1</p> | <p>Gross motor:</p> <p>0-3 Fit themselves into spaces, like tunnels, dens and large boxes, and move in and around them.</p> <p>3-4 Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Fine motor; 0-3 explore different materials and tools</p> | <p>Gross motor:</p> <p>0-3 Gradually gain control of their whole body through continual practice of large movements – kicking a ball, rolling, crawling etc.</p> <p>3-4 Continue to develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills</p> <p>Fine motor: 3-4 Uses one handed tools and equipment eg, making snips in paper with scissors</p> | <p>Gross motor:</p> <p>0-3 Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stomp to music.</p> <p>3-4 Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Fine motor: 0-3 Develop manipulation and control.</p> <p>3-4 choose the right resources to carry out their own plan,</p> | <p>Gross motor:</p> <p>0-3 Clap and stomp to music.</p> <p>3-4 Are increasingly able to remember sequences and patterns of movements which are related to music and movement</p> <p>Fine motor: 0-3 Explore different materials and tools</p> <p>3-4 choose the right resources to carry out their own plan,</p> | <p>Gross motor:</p> <p>0-3 Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks.</p> <p>Fine motor: 3-4 Use a comfortable grip with good control when using pens and pencils</p> | <p>Gross motor:</p> <p>0-3 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips.</p> <p>3-4 Be increasingly independent meeting their own care needs eg, brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Fine motor: 0-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>3-4 Starts to eat independently and learning how to use a knife and fork. Make healthy choices about food and drink, activity and tooth brushing</p> |
| <p>Communication and Language</p> | <p>Talk time based around topic, Christian value or Wellcomm assessment</p> <p>Story time - CROWD</p> <p>Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation,often jumping from one topic to another. Understand simple instructions Understand and act on</p> | <p>Talk time based around topic, Christian value or Wellcomm assessment</p> <p>Story time - CROWD</p> <p>Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation,often jumping from one topic to another. Understand simple instructions Understand and act on</p> | <p>Talk time based around topic, Christian value or Wellcomm assessment</p> <p>Story time - CROWD</p> <p>Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation,often jumping from one topic to another. Understand simple instructions Understand and act on</p> | <p>Talk time based around topic, Christian value or Wellcomm assessment</p> <p>Story time - CROWD</p> <p>Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation,often jumping from one topic to another. Understand simple instructions Understand and act on</p> | <p>Talk time based around topic, Christian value or Wellcomm assessment</p> <p>Story times - CROWD</p> <p>Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation,often jumping from one topic to another. Understand simple instructions Understand and act on</p> | <p>Talk time based around topic, Christian value or Wellcomm assessment</p> <p>Story times - CROWD</p> <p>Group Times</p> <p>0-3 Enjoy singing, music and toys that relate to sounds Copy your gestures or words Start to develop conversation,often jumping from one topic to another. Understand simple instructions Understand and act on</p> |

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| | longer sentences 3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions | longer sentences 3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions | longer sentences 3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions | longer sentences 3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions | longer sentences 3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions | longer sentences 3-4 Use a wider range of vocabulary use longer sentences of four to six words. Understand a question or instruction that has two parts Understand why questions |
| Literacy Phonics- Little Wandle Letters and Sounds Revised. | Phonics Little Wandle Letters and Sounds Revised- Foundations for Phonics Reading: 0-3 Enjoys sharing books with an adult 3-4 Understand the 5 concepts about print Story time: Little Wandle Letters and Sounds Revised- Love of Reading Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing | Phonics: Little Wandle Letters and Sounds Revised- Foundations for Phonics Reading: 0-3 Say some of the words in songs or rhymes 3-4 Understand the 5 concepts about print Story time: Little Wandle Letters and Sounds Revised- Love of Reading Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing | Phonics: Little Wandle Letters and Sounds Revised- Foundations for Phonics Reading: 0-3 Pay attention and responds to the picture or words 3-4 Understand the 5 concepts about print Story time: Little Wandle Letters and Sounds Revised- Love of Reading Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing | Phonics: Little Wandle Letters and Sounds Revised- Foundations for Phonics Reading: 0-3 Ask questions about the book 3-4 Understand the 5 concepts about print Story Time: Little Wandle Letters and Sounds Revised- Love of Reading Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing | Phonics: Little Wandle Letters and Sounds Revised- Foundations for Phonics Reading: 0-3 Repeat words and phrases from familiar stories 3-4 Understand the 5 concepts about print Story Time: Little Wandle Letters and Sounds Revised- Love of Reading Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing | Phonics: Little Wandle Letters and Sounds Revised- Foundations for Phonics Reading: 0-3 Notice some print, such as the first letter of their name, a bus or door number or familiar logo 3-4 Understand the 5 concepts about print Story Time: Little Wandle Letters and Sounds Revised- Love of Reading Fiction and non-fiction relating to topic 3-4 Engage in extended conversations about stories, learning new vocabulary Writing: 0-3 Enjoys drawing freely. Add some marks to their drawings, which they give meaning to 3-4 Use some of their print and letter knowledge in early writing |

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| | <p>Story times Story Sacks Story provocations Books and print in the environment Phonics teaching time</p> | <p>Story times Story Sacks Story provocations Books and print in the environment Phonics teaching time</p> | <p>Story times Story Sacks Story provocations Books and print in the environment Phonics teaching time</p> | <p>Story times Story Sacks Story provocations Books and print in the environment Phonics teaching time</p> | <p>Story times Story Sacks Story provocations Books and print in the environment Phonics teaching times</p> | <p>Story times Story Sacks Story provocations Books and print in the environment Phonics teaching times</p> |
| <p>Mathematics</p> <p>Little Big Maths</p> <p>Puzzles</p> <p>Games</p> <p>Measuring</p> <p>Weighing</p> <p>Building</p> | <p>Maths group time:</p> <p>building homes, exploring height differences between friends and family counting family members Exploring shapes - homes, face features etc.</p> <p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy</p> | <p>Maths group time:</p> <p>Exploring shapes Christmas decorations (circles for snowmen ,triangles for trees etc) weighing ingredients for Christmas baking Spot and count Christmas object/decoration hunts</p> <p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy</p> | <p>Maths group time:</p> <p>Comparing animal sizes/ weights Counting and grouping animals</p> <p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy</p> | <p>Maths group time:</p> <p>Measuring growth (plants/grass/cress and ourselves)) comparing and recording</p> <p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy</p> | <p>Maths group time:</p> <p>Exploring shapes for transport pictures Measuring distances travelled with paper planes, boats etc. Comparing size, countries, transport</p> <p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy</p> | <p>Maths group time:</p> <p>Exploring routines and time</p> <p>0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Build with a range of resources. Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy</p> |

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| <p>Understanding the World</p> | <p>Exploring home and family, discussing who makes up their family</p> <p>0-3 Make connections between the features of their family and other families Notice differences between people</p> <p>3-4 Begin to make sense of their own life-story and family's history.</p> | <p>Observe seasonal changes. Leaf picking, forest school, natural artwork, frozen items,</p> <p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Talk about what they see, using a wide vocabulary.</p> | <p>Bug hunts, exploring habitat and what different animals eat. Hands on exploration of nature Fossil investigation</p> <p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p>Planting seeds, observing growth. Forest activities, seasonal changes.</p> <p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Plant seeds and care for growing plants. 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>Camping provocation/den building using natural materials. Researching different countries they have visited, trying foods from other countries. Beach provocation Exploring sand and water</p> <p>0-3 Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.</p> <p>3-4 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Discuss occupations as we introduce teachers/school staff, crossing patrol etc. Explore healthy choices relating to food, safety on the road, in the sun etc.</p> <p>0-3 Notice differences between people</p> <p>3-4 Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> |
| <p>Expressive Arts and Design</p> | <p>Mark making</p> <p>Self portraits 3 little pigs role play building homes, 2D and 3D. Learning new songs/rhymes and dances.</p> <p>0-3 Join in with songs and rhymes, making some sounds. Explore a range of sound makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> | <p>Mark making</p> <p>Christmas role play Christmas decorations, using different techniques and media. Christmas songs and dances</p> <p>0-3 Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 3-4 Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> | <p>Mark making</p> <p>Animal footprints mud gloop Fossil design and exploration Exploring textures of animals, furry, soft, slimy etc Animal boogie/ walking in the jungle musical instruments</p> <p>0-3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 3-4 Begin to develop complex stories using small world equipment like</p> | <p>Mark making</p> <p>Flower craft natural pictures/prints Easter craft activities marbling techniques Egg decorating Easter chicks grass heads</p> <p>0-3 Express ideas and feelings through making marks, and sometimes give meaning to the marks they make. 3-4 Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing.</p> | <p>Mark making</p> <p>Exploring sand and water (beach theme) Postcards model making vehicles Holiday/camping role play When I'm driving in my car song/actions</p> <p>0-3 Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 3-4 Take part in simple pretend play, using an object to represent something else even</p> | <p>Mark making</p> <p>School role play Road safety role play</p> <p>0-3 Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 3-4 Take part in simple pretend play, using an object to represent something else even</p> |

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| | Start to make marks intentionally. 3-4 Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. | | animal sets, dolls and doll houses etc. Join different materials and explore different textures. | | though they are not similar. | though they are not similar. |
| Experiences | Parents/families to share photos from memorable times. | Visit to school to watch the reception classes nativity Nursery Christmas Party | Woodland visit for minibeast hunt and explore animal homes/signs of animals. A listening walk around school grounds for animals. | Growing experiments, Visit woodland and school gardens/ raised beds to see stages of growth. Easter bunny visit Comparing baby photos! | Arts Week Camping provocation | Pre-schoolers Leavers celebrations Visit from crossing patrol/school staff ENGAGE- Pre-schoolers visit school as often as possible. |
| Parental Engagement | Making relationships with parents Tapestry Newsletter with ideas based around current topics/ learning. Parent's Evening | Tapestry Newsletter with ideas based around current topics/ learning. | Tapestry Newsletter with ideas based around current topics/ learning. | Tapestry Newsletter with ideas based around current topics/ learning. Parent's Evening | Tapestry Newsletter with ideas based around current topics/ learning. Transition to School Meeting | Tapestry Newsletter with ideas based around current topics/ learning. |
| Celebrations/ traditions | | Diwali Christmas | New year Chinese New Year Pancake day World book day | Easter Mother's Day | Father's Day | Pre school leavers party/celebration |
| Assessment | Baseline – Checkpoints Use ongoing assessments and planning to inform differentiation | End of term assessment Checkpoints Wellcomm all children ECAT for children scoring Red or SEND Use ongoing assessments and planning to inform differentiation | Ongoing assessment Use ongoing assessments and planning to inform differentiation | End of term assessment Checkpoints Wellcomm for Amber outcomes Use ongoing assessments and planning to inform differentiation | Ongoing assessment Use ongoing assessments and planning to inform differentiation | End of term assessment Checkpoints Transition forms for reception Use ongoing assessments and planning to inform differentiation |

Characteristics of Effective Learning

Playing & Exploring:

Encourage children to 'have a go' and explore their new environment

Active learning:

Encourage children to learn together and from each other

Encourage children to persist with an activity even when it is challenging

Creating & Thinking Critically:

Encourage open ended thinking

Model being a thinker, showing that you don't always know