

Theme	Prior Knowledge (Linked to aged 3-4 years)	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (3-4 years checkpoints / Reception)	Possible links to the NC
Traditional Stories (2 weeks)	<p><b>Word Reading</b> He/she can begin to spot and suggest rhymes</p> <p><b>Comprehension</b> Engages in extended conversations about stories, learning new vocabulary</p> <p><b>Speaking</b> Sings a large repertoire of songs</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story</p> <p><b>LA&amp;U</b> Enjoys listening to longer stories and can remember much of what happens</p>	<p>Themed Role play areas/ acting out stories Listening to and retelling stories – <b>The Gingerbread Man, Goldilocks and the Three Bears, The Three Little Pigs</b> Ordering the stories activities Collage/ painting/drawing activities Ordering by size Making gingerbread men/ story characters (using play dough) ICT opportunities: Purple Mash- Goldilocks/Gingerbread men- paint projects. Related songs/action rhymes - <b>learn a new nursery rhyme each week</b></p>	<p><b>Creating with Materials</b> <b>Nursery</b> Explores different materials freely, in order to develop his/her ideas about how to use them and what to make Is developing his/her own ideas and is then able to decide which materials to use to express them Can join different materials and explore different textures Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects Is drawing with increasing complexity and detail, such as representing a face with a circle and including details Explores colour and colour-mixing <b>Reception</b> Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them Creates collaboratively sharing ideas, resources and skills <b>Being imaginative and Expressive</b> <b>Nursery</b> Takes part in simple pretend play, using an object to represent something else even though they are not similar Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc Listens with increased attention to sounds Is able to remember and sing entire songs Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Plays instruments with increasing control to express his/her feelings and ideas <b>Reception</b> Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>	<p>Once upon a time</p> <p>Happily ever after</p> <p>Rhyme</p>	<p><b>Reading</b> Can spot and suggest rhymes for cvc words using phase 2 sounds.</p> <p>Recognise words with the same initial sound.</p> <p><b>Comprehension</b> Uses new vocabulary learned from stories and nursery rhymes.</p> <p><b>Speaking</b> Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when speaking in full sentences</p> <p><b>L, A &amp; U</b> Can answer simple 'why' questions using full sentences.</p>	<p><b>Science:</b> Signs of Autumn, hibernation</p> <p><b>Art:</b> portraits, clay, collage, arts week</p> <p><b>PSHE:</b> ourselves, feelings, families, emotions, being a good friend</p> <p><b>Music:</b> Introduction to instruments and how they are used/care for them</p> <p><b>History:</b> Learning about our families now and past</p>

<p>Ourselves</p>	<p><b><u>Past and Present</u></b> Is beginning to make sense of his/her own life-story and his/her family's history</p> <p><b><u>Managing Self</u></b> Is showing more confidence in new social situations</p> <p><b><u>Self-regulation</u></b> Talks about his/her feelings using words like 'happy', 'sad', 'angry'</p>	<p>Circle time-Who looks different? Why? Emotions (What makes me happy/sad?) Painting self portraits/handprints</p> <p>What do I enjoy? Not enjoy?</p> <p><b>Stories:</b> Sharing a Shell, The Gruffalo</p>	<p><b>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</b> <b>Is able to develop storylines in his/her pretend play</b> <b>Comprehension</b> <b>Nursery</b> <b>Engages in extended conversations about stories, learning new vocabulary</b> <b>Reception</b> <b>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</b> <b>Listening, Attention &amp; Understanding</b> <b>Nursery</b> <b>Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</b> <b>Observation checkpoint: Is able to answer simple 'why' questions?</b> <b>Reception</b> <b>Uses new vocabulary through the day</b> <b>Engages in storytimes</b> <b>Listens to and talk about stories to build familiarity and understanding</b> <b>Listens carefully to rhymes and songs, paying attention to how they sound</b></p>	<p><b>Uses a wider range of different emotions vocabulary:</b> Sad, happy, angry, cross, frightened, worried, scared, relaxed, calm</p>	<p><b>Speaking</b> Uses a wider range of vocabulary</p> <p>Is able to use the future and past tense.</p> <p>Can use sentences joined up with words like 'because', 'or', 'and',</p> <p>Uses new vocabulary through the day</p> <p><b>People, Culture, Communities</b> Talks about themselves and how they are the same/different.</p>	<p>family members</p>
<p>Family/Friends</p>	<p><b><u>Past and Present</u></b> Is beginning to make sense of his/her own life-story and his/her family's history</p> <p><b><u>People, Culture &amp; Communities</u></b> Shows an interest in different occupations</p>	<p>Family Photographs Circle time- Who is in my family? Who are my friends? What makes a good friend?</p> <p>What job do people in my family do? Circle time - What do I want to be when I am older? People from the community come in and talk about the jobs and roles – <i>police, fire fighters, nurses, army, opticians</i></p> <p><b>Stories:</b> The Scarecrows Wedding, Percy The Park Keeper</p>	<p><b>Learns rhymes, poems and songs</b> <b>Engages in non-fiction books</b> <b>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b> <b>Speaking</b> <b>Nursery</b> <b>Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"</b> <b>Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver"</b> <b>Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop"</b> <b>Reception</b> <b>Asks questions to find out more and to check he/she understands what has been said to him/her</b> <b>Is able to articulate his/her ideas and thoughts in well-formed sentences</b> <b>Can connect one idea or action to another using a range of connectives</b> <b>Is able to describe events in some</b> <b>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</b></p>	<p>Uses a range of vocabulary to describe jobs.</p> <p>A range of vocab to describe what makes a good friend: kind, helpful, polite, friendly,</p>	<p><b>People, Culture and Communities</b> Shows interest in different occupations and can talk about what they want to be when they are older and why.</p> <p><b>Speaking</b> Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when</p>	

		<p><b>Share photos:</b> Share photos of the people in our family</p>	<p><b>Is developing social phrases</b>  <b>Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</b>  <b>Uses new vocabulary in different contexts</b>  <b>Past and present</b>  <b>Is beginning to make sense of his/her own life-story and his/her family's history</b>  <b>Nursery</b>  <b>Reception</b>  <b>Comments on images of familiar situations in the past</b>  <b>People, Culture and Communities</b>  <b>Nursery</b>  <b>Shows interest in different occupations</b>  <b>Is continuing to develop positive attitudes about the differences between people</b>  <b>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photo</b>  <b>Reception</b>  <b>Talks about members of his/her immediate family and community</b>  <b>Names and describes people who are familiar to him/her</b>  <b>Understands that some places are special to members of his/her community</b>  <b>The Natural World</b>  <b>Nursery</b>  <b>Uses all his/her senses in hands-on exploration of natural materials</b>  <b>Expressive Arts and Design</b>  <b>Reception</b>  <b>Explores the natural world around him/her</b>  <b>Understands the effect of changing seasons on the natural world around him/her</b>  <b>Self-regulation</b>  <b>Nursery</b>  <b>Observation checkpoint: Can settle to some activities for a while</b>  <b>Reception</b>  <b>Expresses his/her feelings and considers the feelings of others</b>  <b>Is able to identify and moderate his/her own feelings socially and emotionally</b>  <b>Managing self</b>  <b>Nursery</b>  <b>Is able to identify and moderate his/her own feelings socially and emotionally</b>  <b>Is able to make healthy choices about food, drink, activity and toothbrushing</b>  <b>Reception</b></p>		<p>speaking in full sentences</p> <p>Uses new vocabulary through the day</p> <p><b>L, A &amp; U</b>  Can answer simple 'why' questions using full sentences.</p>
Harvest / Autumn	<p><b>Speaking / The Natural World</b>  Talks about what he/she sees, using a wide vocabulary when discussing the different seasons</p>	<p><b>Autumn: Learn all about autumn, what do you notice, what happens and why.</b></p> <p><b>Music:</b> Continue to learn to sing a range of nursery rhymes  Harvest song (someone brought a loaf of bread)  Dingle Dangle scarecrow  Autumn leaves</p> <p><b>Stories:</b> Little Red Hen  Scarecrows Wedding  Percy the Park Keeper  We're Going on a Bear hunt  Autumn non-fiction texts</p>		<p><b>Vocabulary related to the season of autumn;</b>  Leaves, colour changing, growth, dying, cold, weather, autumn, season</p>	<p><b>The Natural World</b>  Knows about autumn and the different changes.</p> <p>Understands the effect of changing seasons on the natural world around him/her – autumn.</p> <p><b>L, A &amp; U</b>  Can answer simple 'why' questions using full sentences.</p> <p><b>Speaking</b>  Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when speaking in full sentences</p> <p>Uses new vocabulary through the day</p>

<p>Arts Week/Autumn</p>	<p><b>Speaking / The natural world</b> Talks about what he/she sees, using a wide vocabulary when discussing the different seasons</p> <p><b>Creating with materials</b> Colour mixing opportunities</p> <p>Exploring materials freely to develop their own ideas.</p> <p>Create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</p> <p><b>Past and Present</b> Has had experiences of Halloween and what it involves</p>	<p>Autumn Walk / Talk about Autumn</p> <p>Art Activities using Autumn treasures collected</p> <p>Autumn Animals (Hedgehogs) Hibernation</p> <p>Jon the Potter – make a clay leaf</p> <p>Halloween activities and dress up day</p>	<p><b>Sees himself/herself as a valuable individual</b> <b>Manages his/her own needs around personal hygiene</b> <b>Shows resilience and perseverance in the face of challenge</b> <b>Building relationships</b> <b>Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</b> <b>Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy')</b> <b>Observation checkpoint: Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play</b> <b>Reception</b> <b>Builds constructive and respectful relationships</b> <b>Thinks about the perspectives of others</b></p>	<p><b>Vocabulary related to the season of autumn;</b> Leaves, colour changing, growth, dying, cold, weather, autumn, season</p> <p>Future and past tense vocabulary when talking about Halloween experiences.</p>	<p><b>The Natural World</b> Knows about autumn and the different changes that occur.</p> <p>Understands the effect of changing seasons on the natural world around him/her – autumn.</p> <p><b>L, A &amp; U</b> Can answer simple 'why' questions using full sentences.</p> <p><b>Speaking</b> Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when talking about past/future experiences.</p>	
<p>Indoor P.E: Enacting a story</p>	<p><b>Gross motor</b> Moving in a variety of ways using large muscle movements – crawl, walk, run, hop, jump</p>	<p>Act out the story:</p> <ul style="list-style-type: none"> <li>The Gruffalo</li> <li>We're Going on a Bear Hunt</li> </ul>	<p><b>Fine motor skills</b> <i>Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery)</i> <b>Managing self</b> Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><b>Physical Development</b></p>	<p>Walk, run, hop, crawl, jump, skip, balance, opposite</p>	<p>How to find a space in the hall.</p> <p>Fundamental movements-walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two</p>	

	<p><b>LA&amp;U</b> Enjoys listening to longer stories and can remember much of what happens</p>		<p><b>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</b> Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>		<p>feet) roll (in a straight position)</p> <p>To move from one movement to another with fluency (agility)</p> <p>Developing balance (holding positions)</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p>	
<p>Write Dance <b>Themes: Volcano/ Walk in the country/Circles and eights/Robots/Train journey</b></p>	<p><b>Fine motor</b> Uses a range of one handed tools and equipment, e.g. making snips in paper with scissors</p> <p>Beginning to have a comfortable pen grip</p>	<p><b>Large pieces of paper – draw to music on a range of different themes</b></p>	<p><b>Physical development</b> <b>Fine motor</b> <b>Nursery</b> Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand <b>Reception</b> Is developing the foundations of a handwriting style which is fast, accurate and efficient Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Pencil Paper Pencil grip Marks Lines Circle Square Rectangle</p> <p>Vocabulary related to themes each week.</p>	<p>Which hand feels the most comfortable and use this when they write and draw.</p> <p>Learn to hold a pen with a comfortable grip</p>	

<p><b><u>Reading and writing</u></b></p> <p>Can recognise words with the same initial sound, such as money and mother</p> <p>can count or clap syllables in a word</p> <p>can spot and suggest rhymes</p> <p>Uses some of his/her letter knowledge in his /her early writing.</p> <p>Writes some or all of his/her name.</p> <p><b><u>(Assessed as part of Baseline)</u></b></p>	<p>Essential Letters and Sounds</p> <p><b><u>Intervention groups for:</u></b></p> <p>Oral blending</p> <p>Grapheme – phoneme correspondence</p> <p>Blending for reading</p>	<p><b>Comprehension</b></p> <p><b>Nursery</b></p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p><b>Reception</b></p> <p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p><b>Word reading</b></p> <p><b>Nursery</b></p> <p>Understands that print has meaning</p> <p>Understands that print can have different purposes</p> <p>Understands that we read English text from left to right and from top to bottom</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p> <p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p><b>Reception</b></p> <p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p><b>Writing</b></p> <p><b>Nursery</b></p> <p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> <p>Writes some or all of his/her name</p> <p>Writes some letters accurately</p> <p><b>Reception</b></p> <p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Phase 2 grapheme names</p> <p><b>Use the correct vocabulary in lessons:</b></p> <p>Letter Sound Phoneme Grapheme Blend Segment Diagraph</p> <p><b>Handwriting:</b></p> <p>Patter to support formation.</p> <p>Starting at the top of the letter.</p> <p>Where to start on the writing frame.</p>	<p><b><u>Word reading:</u></b></p> <p>Read individual letters by saying the sounds for them.</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter- sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter- sound correspondences.</p> <p><b><u>Autumn 1</u></b></p> <p><b>S a t p i n m d g o c k c k e u r s s h b f f l l</b></p> <p><b><u>HRSW:</u></b></p> <p>Can read a few common exception words matched to the schools phonic programme</p> <p><b>I the no put of is to go into pull as his</b></p> <p><b><u>Writing</u></b></p> <p>To use the handwriting patters to form some letters correctly.</p>	
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<p>Mathematics</p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children's next steps</p>	<p><b>Number and Numerical patterns</b></p> <p><b>Practise of sorting objects.</b></p> <p><b>Begin to compare amounts using the language more/ less</b></p> <p><b>Recognise simple AB patterns</b></p> <p><b>Counting by rote to at least 10</b></p>	<p><b>White Rose Maths – Just Like Me</b></p> <ul style="list-style-type: none"> <li>• Match and Sort</li> <li>• Compare amounts</li> <li>• Compare mass, size, capacity</li> <li>• Make simple patterns</li> </ul>	<p><b>Number Nursery</b></p> <p>Recites numbers past 5</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p> <p><b>Reception</b></p> <p>Is able to compare numbers</p> <p>Can count beyond ten</p> <p>Counts objects, actions and sounds</p> <p><b>Numerical patterns Nursery</b></p> <p>Can make comparisons between objects relating to size, length, weight and capacity</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>Notifies and corrects an error in a repeating pattern</p> <p><b>Reception</b></p> <p>Is able to continue, copy and create repeating patterns</p> <p>Can compare length, weight and capacity</p>	<p>More / fewer</p> <p>Compare</p> <p>Sort</p> <p>Match</p> <p>Bigger / smaller</p> <p>Heavier/lighter/</p> <p>Longer/shorter</p> <p>r</p> <p>Taller/shorter</p> <p>Fat/thin</p> <p>Pattern</p> <p>Repeat</p> <p>How many</p> <p>Altogether</p>	<p>Comparing quantities using the language more/ fewer</p> <p>Make comparisons of objects by size, weight, length, capacity</p>	