

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>PSED</b>	<p><u>All about me boxes:</u> children speak confidently about themselves to their friends and teachers</p> <p><u>Circle games:</u> children to learn to take turns and to speak confidently to others</p>	<p><u>All about me boxes:</u> children speak confidently about themselves to their friends and teachers</p> <p><u>Circle games:</u> children to learn to take turns and to speak confidently to others</p>	<p><u>Talk about why my family is special:</u> speaking confidently about their families to their friends and teachers</p> <p><u>Circle games:</u> children to learn to take turns and to speak confidently to others</p>	<p><u>Talk about why I feel different things at different times:</u> speaking confidently about their feelings to their friends and teachers</p> <p><u>Learn how to recognise how others feel:</u> children to discuss how you respond to other's feelings</p>	<p><u>Behaviour:</u> children to learn how to take turns and share resources using sand timers and visuals</p> <p><u>Relationships:</u> children to demonstrate friendly behaviour with their friends and teachers</p>	<p><u>Blindfolded tasting:</u> children to taste different fruits (pineapple, kiwi, blueberries, melon and banana) and to discuss their experience with their friends</p>	<p><u>Problem-solving:</u> children to begin to negotiate with peers to solve problems</p> <p><u>Behaviour:</u> children to learn how to take turns and share resources using sand timers and visuals</p>
<b>Communication &amp; Language</b>	<p><u>Key Vocabulary:</u> unique</p> <p><u>What am I good at?</u> Children to speak in full sentences explaining what they are good at and what they enjoy doing.</p>	<p><u>Key Vocabulary:</u> amazing and imagination</p> <p><u>What am I good at?</u> Children to speak in full sentences explaining what they are good at and what they enjoy doing.</p>	<p><u>Key vocabulary:</u> family, celebration, care</p> <p><u>Family role play:</u> to be able to represent their family experiences within the role play area</p> <p><u>Describing their family:</u> children</p>	<p><u>Key vocabulary:</u> surprised, worried, frustrated</p> <p><u>Feelings:</u> to express surprised, worried, or frustrated in play</p> <p><u>Speaking:</u> children to use full sentences when talking about how they feel</p>	<p><u>Key vocabulary:</u> skeleton, skull, connect</p> <p><u>Understanding:</u> children to use question words to ask their friends about their bodies</p> <p><u>Speaking:</u> children to use full sentences to describe different parts of their body</p>	<p><u>Key vocabulary:</u> sight, hearing, tasting, touching and smelling</p> <p><u>Speaking:</u> children to use full sentences to describe what they can hear, touch, see and smell</p>	<p><u>Key vocabulary:</u> season, autumn, harvest</p> <p><u>Songs:</u> Children to learn and sing autumn and harvest songs</p> <p><u>Speaking:</u> Children to talk in full</p>

	<u>Speaking:</u> Speaking in full sentences	<u>Describing words:</u> in this story Grace is determined to achieve her dream. What words describe you?	to talk about who is in their family and who lives in their home			<u>Listening games:</u> children to take part in listening games such as Simon Says	sentences when describing seasonal changes
<i>Exiting Words of the Week</i>	Attempt Altitude Nervous Temperature Summit	Embarrassed Approve Confident Extend Disturbance	Doubt Apprehensive Famous Autograph Admission	Competition Fatigue Feud Banish Rivalry	Communicate Strengthen Determined Challenge Exercise	Heartbroken Successful Declare Hectic Transference	Abundance Appetite Domestic Extract Snubbed
<i>Makaton Sign</i>	Hello	Good morning	Goodbye	Good afternoon	Home / home time	Toilet	Please
<i>Physical Development</i>	<u>Riding bikes:</u> children to ride bikes on a track and learning to take turns  <u>Climbing:</u> children to learn managing risk on the climbing equipment	<u>Riding bikes:</u> children to ride bikes on a track and learning to take turns using a sand timer  <u>Climbing:</u> children to learn managing risk on the climbing equipment	<u>Obstacle courses:</u> children to create an obstacle course and to take turns using it with their friends  <u>Jumping:</u> children to explore a range of jumps	<u>Obstacle courses:</u> children to create an obstacle course and to take turns using it with their friends  <u>Balancing:</u> children to explore a range of balance techniques	<u>Ball games:</u> children to develop skills by throwing, catching and rolling different size balls  <u>Spacing:</u> children to be able to move within their own space	<u>Ball games:</u> children to develop skills by throwing, catching, rolling and kicking different size balls  <u>Fine motor:</u> children to be able to hammer pins on shapes	<u>Handling:</u> children to safely carry tools, objects, construction and malleable materials with increasing control  <u>Writing:</u> children to make marks on different materials and textures
<i>Literacy</i>	<u>Reading:</u> children to listen to the story in a small	<u>Reading:</u> children to listen to the story in a small	<u>Reading:</u> children to listen to the story and	<u>Reading:</u> children to retell the story in the correct order	<u>Retelling the story:</u> children to retell the story in the correct order	<u>Retelling the story:</u> children to retell the	<u>Retelling the story:</u> children to retell the

	<p>group and to be able to discuss the book within a group</p> <p><u>Writing:</u> children to draw and represent faces using different materials and techniques</p>	<p>group and to be able to discuss the book within a group</p> <p><u>Writing:</u> children to draw and represent faces using different materials and techniques</p>	<p>to retell it in the correct order</p> <p><u>Story maps:</u> children to use a story map to retell a story</p> <p><u>Writing:</u> children to draw pictures of the story</p>	<p><u>Story maps:</u> children to use a story map to retell a story</p> <p><u>Writing:</u> children begin to represent their names</p>	<p><u>Story maps:</u> children to use a story map to retell a story</p> <p><u>Writing:</u> children begin to represent meaning through drawing/writing</p>	<p>story in the correct order</p> <p><u>Story maps:</u> children to use a story map to retell a story</p> <p><u>Writing:</u> children begin to represent meaning through drawing/writing</p>	<p>story in the correct order</p> <p><u>Story maps:</u> children to use a story map to retell a story</p> <p><u>Writing:</u> children begin to represent meaning through drawing/writing</p>
<i>Phonics</i>		s, a, t, p	i, n, m, d	g, o, c, k tricky words: is	ck, e, u, r tricky words: l	h, b, f, l tricky words: the	Phonics assessment
<i>Maths</i>	<p><u>All about the number: 4</u></p> <p><u>Number:</u> Children match and sort objects in play They recognise which objects are the same and which are different</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>	<p><u>All about the number: 1</u></p> <p><u>Number:</u> Children compare amounts in play</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>	<p><u>All about number: 3</u></p> <p><u>Number:</u> Make simple patterns</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>	<p><u>All about number: 5</u></p> <p><u>Number:</u> representing 1, 2, and 3</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>	<p><u>All about number: 0</u></p> <p><u>Number:</u> Comparing number 1, 2 and 3</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>	<p><u>All about number: 2</u></p> <p><u>Number:</u> composition of numbers 1, 2 and 3</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>	<p><u>All about number: 6</u></p> <p><u>Number:</u> digging deeper</p> <p><u>Number songs:</u> Children use their fingers to represent numbers when singing</p>

<p><i>Understanding the World</i></p>	<p><u>Everyone is different:</u> children find out similarities and differences between them and their friends</p> <p><u>All about me boxes:</u> What makes me different to other children in my class?</p>	<p><u>Everyone is different:</u> children find out similarities and differences between them and their friends</p> <p><u>All about me boxes:</u> What makes me different to other children in my class?</p>	<p><u>Families:</u> children to talk about their families and different members within their family</p> <p><u>Celebrations within their families:</u> What do my family celebrate and what do other families celebrate?</p>	<p><u>Ladybirds:</u> children to learn facts about ladybirds and to use ICT to understand the world around them</p> <p><u>ICT:</u> Children use ICT to draw their own emotions/feelings and ladybirds</p>	<p><u>Skeleton:</u> children to use cotton buds to make a skeleton</p> <p><u>Our bodies:</u> children to be able to name different body parts and to recognise different bones on their bodies (skull, hip bone, back bone)</p>	<p><u>Five senses:</u> children to go on a sense's walk using their different senses (hearing, sight, smell and touch) to describe their surroundings</p>	<p><u>Autumn walk:</u> children to go on an autumn walk to observe changes in nature (going to the Rec)</p> <p><u>Seasonal changes:</u> children to understand the changes that happen in autumn (trees, weather, seasonal holidays, appropriate clothing)</p>
<p><i>Expressive Arts and Design</i></p>	<p><u>Self-Portraits:</u> children plan, design, and create self-portraits using different materials and resources</p> <p><u>Face paintings:</u> explore colour mixing to create different skin tones</p>	<p><u>Self-Portraits:</u> children plan, design, and create self-portraits using different materials and resources</p> <p><u>Face paintings:</u> explore colour mixing to create different skin tones</p>	<p><u>Family drawing:</u> children plan, design, and create a picture of their family using different materials and resources</p> <p><u>Family drawing using loose parts:</u> explore creating their family using a range of loose parts</p>	<p><u>Play dough:</u> children plan, design, and create a lady bird</p> <p><u>Junk modelling:</u> children explore creating a lady bird using junk modelling</p>	<p><u>Songs:</u> Head, shoulders, knees and toes song with actions</p> <p><u>Musical instruments:</u> children to create different beats and rhythms using a range of percussion instruments</p>	<p><u>Observational drawing:</u> children to draw a picture of their senses walk</p> <p><u>Musical instruments:</u> children to play listening games and to recognise the sounds of different instruments</p>	<p><u>Leaf rubbing:</u> children to collect different leaves and to create leaf rubbings</p> <p><u>Observational drawing:</u> children to draw autumn leaves by observing different leaves</p>

	<u>Make faces in mirrors:</u> children to explore how to make different faces using mirrors	<u>Make faces in mirrors:</u> children to explore how to make different faces using mirrors					
<i>Outdoor Learning</i>							