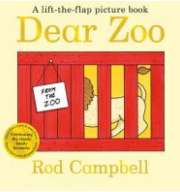
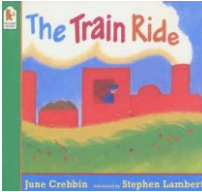


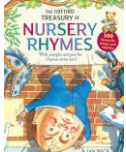

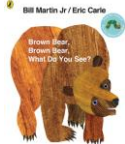






	AUTUMN		SPRING		SUMMER	
Theme	Run, run as fast as you can...	Bears	Animals	The World	Plants	Changes
Talk for Writing Core Texts	 The Gingerbread Man	 We're Going on a Bear Hunt Michael Rosen	 Dear Zoo Eric Hill	 The Train Ride June Crebbin	 Titch Pat Hutchins	 Come On, Daisy! Jane Simmons
Fiction						
Non-Fiction	 Making Gingerbread Men Instructions	 Bears Report	 Dear ... Letter	 What did we see? Recount	 Growing Seeds Instructions	 Ducks Report
Poetry	 Nursery Rhymes  and other Animal Rhymes	 Nursery Rhymes, Lullabies & Poems  Brown Bear, Brown Bear Eric Carle	 Nursery Rhymes  Dinosaur Roar Paul Strickland	 Nursery Rhymes, Lullabies & Poems  Trains, Trains, Trains! Donna David	 Nursery Rhymes  It Starts with a Seed Laura Knowles	 Nursery Rhymes, Lullabies & Poems  Shark in the Park Nick Sharratt
	The Wheels on the Bus My House Grandmas Spectacles Incy Wincy Grand old Duke of York	Humpty Dumpty pg 38 If you're happy and you know it pg 24 Pat a cake pg 10 Hickory Dickory Dock pg 6 Miss Polly had a Dolly Twinkle Twinkle pg 178	5 Current Buns 5 Speckled Frogs Old MacDonald had a farm Tommy Thumb	Down at the station I went to visit a farm one day Row, row, row your boat I'm a Little Teapot I'm a Little Engine	Mary, Mary quite contrary Oats and beans and barley grow Wiggly Woo	5 Little Ducks Two Little Dicky Birds Ladybird, ladybird fly away home Little Bo Peep Here is the Beehive

Reading Challenge



3pm Reads

Goldilocks and the Three Bears
Hug
The Little Red Hen
Three Billy Goats Gruff
Little Red Riding Hood
Jack and the Beanstalk

Brown Bear, Brown Bear
what do you see?
Where's my Teddy?
Peace at Last

Where's Spot?
That's not my Lion
There was an old Woman
who..

You Choose
Can't you Sleep Little Bear?
Stickman

Jaspers Beanstalk
The Very Hungry
Caterpillar
The Enormous Turnip

The Gruffalo
Hariy Maclary
Each Peach Pear Plum
Rainbow Fish

Visitors, Visits & Experiences

Baking Gingerbread Men

Forest School



Visit to the supermarket
(linked to TfW)

Visit to Place of Worship

Owl Experience (in-school)

Harlow Carr


COMMUNICATION & LANGUAGE



Curriculum Guidance	AUTUMN	SPRING	SUMMER
Development Matters – 3-4 year olds	<p>DM 3yr Obs Checkpoint:</p> <ul style="list-style-type: none"> By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”. Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Can the child follow instructions with three key words like: “Can you wash dolly’s face?” Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?” <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>		
	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>DM 4yr Obs Checkpoint:</p> <ul style="list-style-type: none"> 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?” Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)



Curriculum Guidance	AUTUMN		SPRING		SUMMER	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Development Matters – 3-4 year olds	<p>“Who am I and how do I fit?”</p>	<p>Respect for similarity and difference Anti-Bullying and being unique</p>	<p>Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>Being and keeping safe and healthy</p>	<p>Building positive, healthy relationships</p>	<p>Coping positively with change</p>
	<p>DM 3-4yr Obs Checkpoint:</p> <ul style="list-style-type: none"> Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? 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’? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>					
	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations 	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and toothbrushing. 			

PHYSICAL DEVELOPMENT



Curriculum Guidance	AUTUMN	SPRING	SUMMER
Development Matters – 3-4 year olds	DM 3-4 Obs Checkpoint		
	<ul style="list-style-type: none"> Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Use large-muscle movements to wave flags and streamers, paint and make marks 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								
FISTED GRIP	DIGITAL PRONATE GRIP	HIGH INDEX 4 FINGER GRIP	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	3 FINGER GRASP ALL FINGERS MOVE AS ONE	STATIC TRIPOD	LATERAL TRIPOD
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb. Movement is usually from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadripod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								

Stages of Scissor Use

1. Child shows an interest in using scissors
2. Child holds and manipulates the scissors appropriately
3. Child open and closes the scissors in a controlled way
4. Child cuts random snips
5. Child manipulates scissors in a forward motion (e.g. to get to the other side of the paper)
6. Child can co-ordinate the lateral movements (e.g. can cut within a path without straying outside)
7. Child cuts forward in a straight line
8. Child cuts out simple geometric shapes (starting with straight lines such as a triangle, square or rectangle and moving to curved lines such as in a circle)
9. Child cuts out simple figure shapes (e.g. around a house or a flower)
10. Child cuts out complex figure shapes.



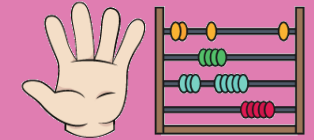
LITERACY



Curriculum Guidance		AUTUMN				SPRING				SUMMER			
Talk for Writing	Fiction	<p>The Gingerbread Man</p>		<p>We're Going on a Bear Hunt Michael Rosen</p>		<p>Dear Zoo Eric Hill</p>		<p>The Train Ride June Crebbin</p>		<p>Titch Pat Hutchins</p>		<p>Come On, Daisy! Jane Simmons</p>	
	Non-fiction	<p>Making Gingerbread Men Instructions</p>		<p>Bears Report</p>		<p>Dear ... Letter</p>		<p>What did we see? Recount</p>		<p>Growing Seeds Instructions</p>		<p>Ducks Report</p>	
	Poetry	<p>Nursery Rhymes</p>	<p>and other Animal Rhymes</p>	<p>Nursery Rhymes, Lullabies & Poems</p>	<p>Brown Bear, Brown Bear, What Do You See? Eric Carle</p>	<p>Nursery Rhymes</p>	<p>Dinosaur Roar Paul Strickland</p>	<p>Nursery Rhymes, Lullabies & Poems</p>	<p>Trains, Trains, Trains! Donna David</p>	<p>Nursery Rhymes</p>	<p>It Starts with a Seed Laura Knowles</p>	<p>Nursery Rhymes, Lullabies & Poems</p>	<p>Shark in the Park Nick Sharratt</p>
Development Matters – 3-4 year olds	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 												

	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - show an awareness of rhyme and alliteration - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother - hear and say the initial sound in words • Engage in extended conversations about stories, learning new vocabulary. 					
	<ul style="list-style-type: none"> • Listens to joins with stories and poems, when reading one-to-one and in small groups • Enjoy drawing freely. • Include mark making and early writing in their play • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begin to be aware of the way stories are structured, and to tell own stories. • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 	<ul style="list-style-type: none"> • Talk about events and principal characters in stories and suggests how the story might end. • Recognises familiar words and signs such as own name, advertising logos and screen icons • Begins to make letter-types shapes to represent the initial sound of their name and other familiar words • Begin to write some or all of their name • Begin to write some letters accurately. 			
Phase 1 Phonics	<p>By the end of Phase 1, children will have had opportunities to:</p> <ul style="list-style-type: none"> • listen attentively; • enlarge their vocabulary; • speak confidently to adults and other children; • discriminate between different sounds including phonemes; • reproduce audibly the phonemes they hear in words; • orally segment words into phonemes. 					
	<p>Me and My Family</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds 	<p>Traditional Tales</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds 	<p>People Who Help Us</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds 	<p>Animals</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds - Oral Blending and Segmenting 	<p>Places to Visit</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds - Oral Blending and Segmenting 	<p>Fantasy</p> <ul style="list-style-type: none"> - Environmental Sounds - Instrumental Sounds - Body Percussion - Rhythm and Rhyme - Alliteration - Voice Sounds - Oral Blending and Segmenting

MATHEMATICS



Curriculum Guidance	AUTUMN	SPRING	SUMMER
<p>Development Matters – 3-4 year olds</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers • Compare amounts, saying 'lots', 'more' or 'same'. • Say some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Build with a range of resources. • Complete inset puzzles • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. 	<ul style="list-style-type: none"> • Show 'finger numbers' up to 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Experiment with their own symbols and marks as well as numerals. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.

UNDERSTANDING THE WORLD



Curriculum Guidance	AUTUMN	SPRING	SUMMER
Development Matters – 3-4 year olds	<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Begin to understand the need to respect and care for the natural environment and all living things.• Continue developing positive attitudes about the differences between people.	<ul style="list-style-type: none">• Explore collections of materials with similar and/or different properties.• Show interest in different occupations.• Explore how things work.• Explore and talk about different forces they can feel.	<ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary.• Begin to make sense of their own life-story and family's history.• Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.• Talk about the differences between materials and changes they notice.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

EXPRESSIVE ARTS & DESIGN



Curriculum Guidance	AUTUMN	SPRING	SUMMER
Development Matters – 3-4 year olds	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Explore colour and colour mixing. • Respond to what they have heard, expressing their thoughts and feelings. • Sing the pitch of a tone sung by another person ('pitch match'). • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Join different materials and explore different textures. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Remember and sing entire songs. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know.