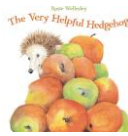
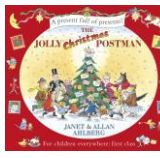
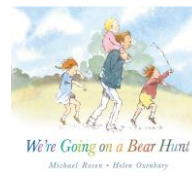
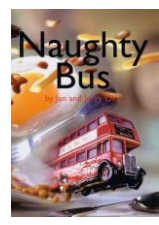
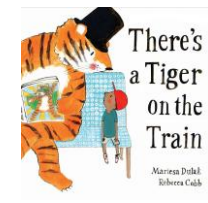
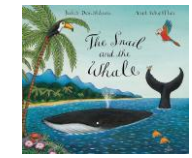
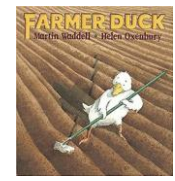
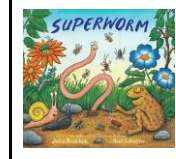
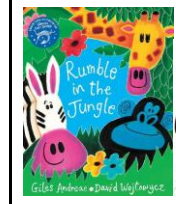
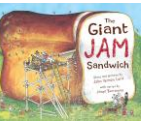
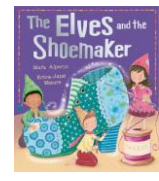
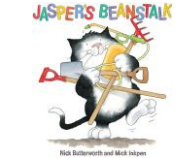
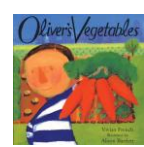
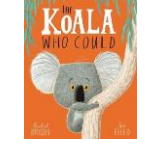


	<u>Autumn 1</u> <u>All About Me</u> (8 weeks)	<u>Autumn 2</u> <u>Into the Woods/Celebrations</u> (7 weeks)	<u>Spring 1</u> <u>Explorers and Adventurers</u> (6 weeks)	<u>Spring 2</u> <u>Amazing Animals</u> (6 weeks)	<u>Summer 1</u> <u>Traditional Tales</u> (5 weeks)	<u>Summer 2</u> <u>Growing Up</u> (7 weeks)
Key knowledge:	Every person is unique. Families can look different. People communicate in different ways (including BSL and spoken language). We all have similarities and differences. Everyone belongs to different groups and communities.	Different cultures and religions have different celebrations and traditions. Light is important in many celebrations. Seasons change across the year. Families often have their own traditions. We can respect and enjoy celebrations that are different from our own.	We can travel in different ways. Maps help us find places. Different places have different weather, landscapes and people. Journeys can be short or long. People live differently around the world.	Animals live in different habitats. Pets, farm animals, wild animals, sea creatures and minibeasts all have different needs. Habitats provide food, water and shelter. Humans care for animals in different ways. Living things depend on their environment.	Stories can have different endings or 'twists'. We can change and make our own stories. We can work together to solve problems. Stories might have 'good' and 'bad' characters.	Plants grow from seeds and need water, light and sunlight. Humans grow and change throughout their lives. Animals have different life cycles. Food grows before we eat it. Living things need care to thrive.
Core texts may include:	     Spot goes to School Brown Bear Brown Bear Owl Babies Oliver's Vegetables The Little Red Hen (Harvest) Room on the Broom (Hallowe'en)	      Hovis the Hedgehog Stick Man The Gruffalo One Snowy Night Dear Santa Father Christmas Needs a Wee The Nativity Story	     Naughty Bus The Bus is for Us I Wish I Were a Pilot Whatever Next! The Great Explorer The Snail and the Whale We're Going on a Bear Hunt	      Harry and the Bucketful of Dinosaurs Dear Zoo Noisy Farm What the Ladybird Heard Rosie's Walk The Ugly Duckling	    Jack and the Beanstalk Three Little Pigs Goldilocks and the Three Bears The Billy Goat's Gruff The Gingerbread Man	      Neon Leon The Very Hungry Caterpillar The Monkey Puzzle Jasper's Beanstalk The Elves and the Shoemaker Titch
Literacy	Share books with adults and peers. Talk/sign about pictures, characters and familiar experiences. Develop understanding of familiar story vocabulary.	Share and talk/sign about characters, settings and events. Join in with repeated story language. Anticipate key events in familiar stories. Retell parts of stories using props, puppets and small-world resources.	Talk/sign about journeys, places and experiences. Share and respond to fiction and non-fiction books. Retell familiar events using props, pictures and role play. Begin to sequence 2-3 key events.	Enjoy fiction and non-fiction books about animals. Talk/sign about characters, animals and events. Develop vocabulary to describe animals. Use pictures, puppets and small-world	Listen to and enjoy traditional stories. Join in with repeated phrases, signs and actions. Talk/sign about familiar characters and events. Retell parts of familiar stories using puppets, props and role play.	Share books about growing, families, animals and change. Talk/sign about how they have changed. Sequence photographs showing themselves at different ages. Talk about familiar events from the

	Join in with repeated phrases, signs and actions. Begin to anticipate familiar parts of stories. Make marks to represent people, objects and experiences. Give meaning to marks and talk/sign about what they have drawn or written. Recognise their own name and sign name Explore letters, signs, symbols and print in the environment. Create a simple "My Special People" book using drawings, photographs, marks and/or labels. Share and discuss books, characters and events. Ask and answer questions about stories. Talk/sign about characters' feelings, actions and experiences. Retell familiar events using pictures, props and role play. Sequence familiar events. Recognise and write their own name. Label characters, people and objects using familiar words. Write familiar words using developing phonic knowledge. Create a simple "My Special People" book using pictures, labels and simple sentences.	Sequence a small number of story pictures. Develop vocabulary relating to woodland, weather and celebrations. Make meaningful marks for different purposes. Create pictures and labels linked to stories and experiences. Discuss characters, settings and events in greater detail. Ask and answer questions about stories. Retell familiar stories in sequence. Use story-specific vocabulary when retelling. Create labels, captions, cards and messages. Write familiar words independently where appropriate. Use role play to develop dialogue between characters. Begin to record ideas from stories and experiences in writing.	Use topic vocabulary relating to travel, exploration and places. Make marks to represent ideas, journeys and experiences. Create simple maps and trails using drawings and marks. Make lists using drawings, symbols and meaningful marks. Retell familiar stories with increasing detail. Use story vocabulary when talking/signing about texts. Sequence events independently using pictures, props and story maps. Read and discuss simple information texts. Ask and answer questions about non-fiction. Retrieve simple information from books with support Write labels and lists, such as an explorer's packing list. Write simple postcards and messages. Create maps and annotate them with words and labels.	resources to retell stories. Sequence familiar story events. Make meaningful marks to represent animals and experiences. Create drawings and labels using marks, symbols and emerging writing. Develop awareness that print and pictures can communicate information. Create simple animal information pages using pictures and marks. Discuss characters, events and settings. Retell familiar stories using puppets and story props. Describe animals using increasingly specific vocabulary. Ask and answer questions about fiction and non-fiction. Retrieve information from non-fiction texts. Write labels and captions about animals. Write a simple letter/message, such as a letter to the zoo. Complete and create story sentences. Create simple animal information pages/books. Use story vocabulary and descriptive language in speaking/signing and writing.	Sequence key events using pictures. Create drawings and marks to represent stories. Make simple story maps using pictures and marks. Act out familiar stories. Begin to create their own story ideas through play. Retell familiar traditional tales in sequence. Retell stories using their own words. Use story maps to support oral/signing retelling. Discuss characters, settings, problems and solutions. Create their own characters and story events. Write captions and simple sentences linked to stories. Write simple instructions, such as "How to make..." Use vocabulary from traditional tales in speech/sign and writing. Create own stories.	past. Retell familiar stories using props and pictures. Make marks, drawings and simple labels to record ideas. Create simple information books using photographs, drawings and marks. Develop vocabulary relating to growth, change and life cycles. Talk/sign about their achievements and experiences. Discuss fiction and non-fiction texts about growing and change. Retell familiar stories with increasing independence. Create and retell their own stories. Use story maps to organise ideas. Write short sentences to record information and experiences. Create simple information books. Record information about plants, animals and human growth. Use increasingly specific vocabulary when speaking/signing and writing. Re-read their own writing and talk about what they have written.
Literacy Enrichment	All children learn differently and have different preferred communication methods, therefore, we use a combination of visual phonics, BSL, Spoken English and whole word recognition. <i>The children are given appropriately levelled reading books from Collins Big Cat Reading Scheme. Children also choose one 'reading for pleasure' or free choice book every week.</i> We also use 'Word Aware' to teach key Early Years concepts. Depending on the children's age and level of ability, throughout the academic year, the children in EYFS have opportunities to do and learn the following: Mark making opportunities Practise recognising and writing their own and their peers' names Learn familiar words and signs used daily Link sounds to letters Introduce individual letter names and sounds Identify initial and final sounds in words Practise letter formations Blend and segment CVC words Read High Frequency words Read and write simple sentences Recognise simple punctuation					

	Identify alliteration Notice and recognise rhymes in songs and stories Practise signing/saying the days of the week and months of the year					
Nursery rhymes/songs:	Heads, shoulders, knees and toes I'm a Little Teapot I can sing a rainbow It's raining, it's pouring Incy Wincy Spider A Sailor Went to Sea Twinkle, Twinkle, Little Star If You're Happy and You Know It	Humpty Dumpty Wind the Bobbin Up Row, Row, Row Your Boat Pat-a-cake Hickory, Dickory, Dock Hey, Diddle, Diddle Five Little Monkeys Jumping on the Bed Round and Round the Garden	Jack and Jill The Wheels on the Bus Down at the Station 1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Five Little Ducks	There's a Worm at the Bottom of the Garden One, Two, Buckle My Shoe Mary, Mary, Quite Contrary Old MacDonald Had a Farm	This Little Piggy Polly Put the Kettle On Cobbler, Cobbler, Mend My Shoe Ring-a-ring-a-roses Miss Molly Had a Dolly	The Farmer in the Dell Here We Go Round the Mulberry Bush Two Little Dicky Birds Sing a Song of Sixpence Five Little Speckled Frogs
Early Years Word Aware Concepts:	big little fat dry wet noisy quiet	loud fast slow in out under behind top bottom	Empty Full More Lots Small Large	Long Short Tall Hard Soft	Quick Through Near Between Side Front Back	Over Around Next to Some Less A bit
Memorable experiences and Celebrations Around the World	Black History Month Harvest Festival Celebration	Bonfire Night Diwali Christmas	Chinese New Year Valentine's Day Shrove Tuesday Ramadan	Ramadan Eid al-Fitr Mother's Day Good Friday and Easter	St George's Day Eid al-Adha	Father's Day
Trips	Allotment plot Highgate Wood	Highgate Wood Soft Play Little Angel Theatre	SeaLife Centre Highgate Wood	City Farm Highgate Wood	Library Highgate Wood	Butterfly House Pizza Express Highgate Wood
Personal, social and emotional development	Recognising ourselves and others Celebrating similarities and differences Talking about families and special people Expressing preferences and making choices Recognising and naming emotions Communicating how we feel Developing strategies for managing feelings Building relationships	Sharing and turn-taking Being a good friend Considering how others feel Managing excitement and anticipation Keeping safe during celebrations Caring for others and the environment Asking for help	Making good choices Trying new experiences Developing independence Managing feelings when things don't go as expected Following safety rules in different places Understanding how to keep ourselves safe	Working and playing cooperatively Taking responsibility for resources and living things Understanding that our actions affect others Developing respect and empathy Following rules and understanding why they help us	Trying something challenging Keeping going when things are difficult Celebrating effort and achievement Solving problems with others Expressing ideas and making choices Developing confidence to share ideas	Recognising how we have changed Talking about achievements Managing change Developing independence Preparing for new experiences Reflecting on relationships and friendships

	PSED across the year to include: Communicating needs and feelings - asking for help, saying/signing stop, finished, no, want, need., Getting attention and joining in - gaining attention appropriately, joining play and group interactions Understanding others - recognising emotions, facial expressions and body language, understanding different viewpoints Managing communication breakdowns - recognising when something has been missed or misunderstood and seeking help Building friendships -taking turns, sharing, inviting others to play and repairing interactions Developing independence - making choices, managing belongings and knowing when/how to ask for help Self-advocacy and deaf identity -understanding what helps them communicate and confidently communicating their needs					
Communication and Language	Pointing/signing/naming familiar adults, self, peers, family (sign names) Following 1-2 part routine instructions (stop/sit) Expressing immediate needs/feelings (words, signs, AAC) Engaging with simple picture stories and visual cues Topic related vocabulary (myself/family/emotions)	Asking Who and What questions Expressing simple likes, dislikes and choices Joint attention focus in a small group Turn taking games Anticipating key events in familiar books Topic related vocabulary (woodlands/celebrations)	Recalling and ordering 2-3 key story events Understanding and answering Where questions Using language/signs to organise play roles Sharing weekend news using visual prompts Topic related vocabulary (world/explorers)	Describing size, texture and visual details Engaging with non-fiction books to gain new knowledge Asking Why questions to clarify understanding Using newly learned topic vocabulary spontaneously Topic related vocabulary (zoo + farm animals/Spring)	Giving reasons (Why/How) using connectives (<i>because, but</i>) Talking/signing through steps to solve a build problem Sustaining multi-turn conversations with peers/adults Explaining how things work or were made Acting and creating own stories Topic related vocabulary (traditional story language)	Retelling familiar stories with familiarity and props Using past, present and future tenses (speech/sign/AAC) Sharing information from non-fiction texts Giving explanations and sharing ideas with a group Topic related vocabulary (growing/changing)
Mathematics	Explore and build with shapes and objects More than, fewer than, same Explore repeats Hear and say number names Being to order number names Numbers 0-5 in BSL and Spoken English Match, sort, compare Talk about measure and patterns It's me 1,2,3	I see 1,2,3 Join in with repeats Explore position and space Show me 1,2,3 Move and label 1,2,3 Explore position and routes Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Explore first patterns Take and give 1,2,3 Match, talk, push and pull Talk about dots Alive in 5 Mass and capacity Growing 6,7,8	Compare and sort collections Lead on own repeats Start to puzzle Length, height, time Building 9 and 10 Explore 3D shapes	Making patterns together Make games and actions Show me 5 To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	My own pattern Stop at 1,2,3,4,5 Match, sort, compare Visualise, build and map Make connections Consolidation
Expressive Arts and Design	Role-play: Home corner, hair salon, doctor's surgery Art, Design and Music: Exploring primary colours, white, and brown to create self-portrait skin tones Painting patchworks and continuous shapes (<i>Elmer</i>) Using pastels, chalk and drawing to represent emotions Adding detail to self-portraits with chalk, pastels and pencils Sculpting 3D clay face tiles and small family figures, rolling, squashing, and pressing textures into clay.	Role-play: Home corner / Food shop/Post Office and Letter Writing station Art, Design and Music: Printmaking - Leaf/hedgehog printing Firework process art using bright paints on dark paper Collaborative large-scale model of a tree Christmas crafts Christmas songs Nativity Story performance	Role-play: Train station/bus stop, Explorer's Tent Art, Design and Music: Junk modelling - creating own explorer's props Den building Exploring different materials and ways of joining them Creating explorer stories in small world/role play area Fruit printing Observational drawing Moving body to match a story, creating musical patterns linked to a story	Role play: Pet shop/Vet Clinic/Animal Hospital Art, Design and Music: Worm and creature sculpting with clay and salt dough Junk modelling to create sea creatures and recycled art Animal pattern painting Animal movement dance Animal sounds Eid cards Mother's Day cards	Role-play: Acting out traditional stories Art, Design and Music: Making (junk modelling) puppets and props for traditional fairy tale telling Painting and adding additional detail to junk model props Make use of props and materials when role-playing characters in narratives and stories	Role-play: Garden centre/Home corner Art, Design and Music: Observational drawings of plants and vegetables Exploring different paints to create nature/animal art - watercolour, acrylic, powder paint Pressing flowers Father's Day cards Movement to represent growth and change

Understanding the world	To represent my experiences through play in the home corner To explore a range of different materials in sensory play To learn about and use all five senses to investigate the world around me - what can I touch/taste/smell/see/hear? To compare favourite children's toys then and now	To plant bulbs and care for growing plants To explore natural materials in woodland habitats To learn about how to care for hedgehogs in bonfire season To make a pine cone weather station To investigate snow and ice To learn about how Christmas is celebrated in different countries To learn about different religious/cultural celebrations	To know that there are places in the world with different environments To explore changes in materials To develop locational knowledge To explore maps, atlases and globes To follow 'x marks the spot' maps To create own maps and trails	To plant seeds and care for growing plants To know how to respect and care for animals and living things To understand the key features of plant and animal life cycles To make observations of and draw pictures of animals and plants To make pancakes for Shrove Tuesday To learn about how and why Easter is celebrated	To explore forces and their effects To build troll bridges using different materials and techniques To build houses for the Three Little Pigs To make porridge for the Three Bears To make gingerbread people To learn about how and why St George's Day is celebrated	To play 'Who's Who?' with baby photographs of children and adults in the class To talk about how I have changed from baby to now To compare things in the past to now To cook different healthy recipes with fruit and vegetables To learn about how and why Eid is celebrated
Physical Development	To travel safely To explore marching, crawling, galloping To explore fine motor tools: playdough, pegs, water play, threading To wash hands with soap and before eating after adult prompting To move safely and with control, stopping on command To travel along different pathways - straight, zigzag, curved To follow, copy and lead a partner in simple movement games To develop fine motor skills with tools like tweezers and threading To independent manage hygiene routines at school and home	To balance on one foot To run and stop To jump with two feet and hop To paint using large movements with the shoulder and elbow To tear paper and playdough To make snips in paper To maintain static balances on beams or benches To run, stop and change direction confidently TO jump with controlled landings To hop on either foot with balance To stabilise paper whilst cutting or drawing To use a tripod pencil grip with increasing control To cut along lines with scissors accurately	To explore simple body shapes To explore rolling sideways and rocking To travel around and through simple obstacle courses To trace over large circles and lines To link two or three actions together to make simple movements sequences To move confidently over, under and around equipment To form familiar letters correctly	To copy simple movements To explore different body shapes To make marks with horizontal, vertical and diagonal strokes To put on own coat and shoes with guidance To copy and create movement sequences To travel via different paths, different levels and with different body shapes To write clear letter shapes To dress and undress independently, managing zips and buttons	To roll a ball towards a partner or target To track a moving ball and stop it with two hands To underarm throw a soft ball or bean bag To catch a large ball bounced to them To push and kick a large stationary ball To throw underarm towards a target with accuracy To dribble a ball using hand taps To catch and throw with a partner To kick a ball towards a target	To throw soft objects into buckets or hoops To follow basic rules during physical games To hit a large balloon or ball with hand To share equipment with others during physical movement To throw underarm with consistent accuracy To follow game rules To strike a ball with a bat or racket To track simple scores To work cooperatively in group games
Physical Education	PE (Movement): To develop moving safely and stopping with control To use different travelling actions whilst following a path To follow, copy and lead a partner	PE (Movement): To develop balancing To develop running and stopping To develop changing direction To develop jumping and hopping	PE (Gymnastics): To create short gymnastics sequences To develop jumping and landing safely from a height To develop rocking and rolling To explore travelling around, over and through apparatus	PE (Dance): To copy and create different actions To express and communicate ideas through movement with coordination and control To explore body actions, pathways and shapes	PE (Ball Skills): To develop rolling and tracking a ball To develop accuracy when throwing to a target To develop dribbling with hands To develop throwing and catching with a partner To develop kicking a ball to a target	PE (Games): To develop accuracy when throwing To learn to play against an opponent To play by the rules To develop coordination To explore striking a ball and keeping score To work co-operatively as a team

This is the projected plan that may be subject to change.