

# Year Curriculum Plan – Prime Areas of Learning

**Be confident, be independent, be at one with nature, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive**

	Communication and Language	Personal, Social and Emotional Development	Physical Development
Autumn Term	<p>Naming objects and actions - <b>be inquisitive</b></p> <p>Talking together in small groups - <b>be a good friend</b></p> <p>Listening to stories with rhyme and alliteration - <b>be an interested reader and writer</b></p> <p>Recognising repetitive phrases in books</p> <p>Introducing traditional tales - <b>be an interested reader and writer</b></p> <p>Sing familiar rhymes and songs - <b>be an interested reader and writer</b></p> <p><b>Vocabulary – up, down, side, Once upon a time, the end, areas of nursery, listen, your turn, can you, how, talk, speak, loud / quiet voice, clap, cut, hold, scissors, pens, pencils, table, chair, brush, door, thin, thick, sit, page, turn, print, word, picture, rhymes (nursery)</b></p> <p><b>Books to support</b>                      The 3 Bears                      Little Red Hen                      Winnie the Witch                      The Scarecrows Wedding                      Red Riding Hood                      The Bear Hunt                      Chocolate Mousse for Greedy Goose                      Jack and the Beanstalk</p>	<p>Settling in and making friends - <b>be a good friend</b></p> <p>Following routines and rules - <b>be a good friend</b></p> <p>Becoming independent - <b>Be confident/ be independent / be resilient / be a problem solver</b></p> <p>Using hammers and small pins - <b>be a problem solver</b></p> <p>Introduce special helper role - <b>be a good friend, be independent</b></p> <p>Turn taking - <b>be a good friend,</b></p> <p><b>Vocabulary –</b>                      Your turn, my turn, tap, hold, gentle, friend, help, please, thank you, you try, bottom room, top room, friends names, special helper, careful, wash hands, paper towel, toilet, shoes, thank you, please, wait, your turn, today, snack, line up, you did it!</p> <p><b>Books to Support</b>                      Rainbow Fish (support sharing)                      Little Red Hen                      Room on a Broom                      The Divali Party                      The Tiger who came to Tea                      I Want a Friend                      The Day the Crayons Quit</p>	<p>Mark-making, malleable and messy play - <b>be inquisitive</b></p> <p>Exploring ways of moving and using apparatus – soft play - <b>be a problem solver</b></p> <p>Encouraging independence in self-care and dressing routines - <b>be a problem solver</b></p> <p>Paint and chalk in forest school on large sheets and surfaces - <b>be inquisitive, Be confident, be independent, be resilient</b></p> <p><b>Vocabulary –</b>                      Squash, squeeze, up, down, side to side, climb, jump, run, skip, safe, hang up, over, under, balance, press, roll, hop, splash, rolling pin, cut, stick, slowly, careful, climb, jump, slide, crawl, on, off, under, colour, chalk, tree, bark, drip, mix</p> <p><b>Books to support</b>                      Funny Bones                      The Jolly Postman                      Mog in the Dark                      The Dark Dark Tale                      The Lion Inside</p>

	<p>The Grufallo Stickman The Nativity The Snowy Day Christmas Bear Jesus' Birthday Party The Snowman Kipper's Snowy Day Winnie in the Winter</p>	<p>Taking Care of Myself Guess how much I love you? I want my Potty Titch</p>	
<p>Spring Term</p>	<p>Naming objects and actions using descriptive language - <b>be inquisitive</b> Understanding questions - <b>be inquisitive, be a problem solver</b> Talking together in small and larger groups - <b>Be confident, be a good friend</b> Listening to stories with rhyme and alliteration - <b>be an interested reader and writer</b> Retelling traditional tales - <b>be an interested reader and writer</b> Joining in with repetitive phrases in books - <b>be an interested reader and writer</b> Increase their range of songs, including those about the seasons and celebrations - <b>be an interested reader and writer, be at one with nature</b>  <b>Vocabulary – join in, next, tell me, remember, character, repeat, favourite, next, again, Eid, celebrate, family, chicks, Easter, flower, Spring, life cycle vocab e.g. frog spawn, tadpole, froglet, frog, flower moving to names of simple flowers e.g. rose, daffodil and daisy</b></p>	<p>Being a good friend – how does this look? - <b>be a good friend</b> Following routines and rules- <b>be a good friend</b> Being independent - <b>Be confident, be independent, be resilient</b> Take responsibility to prepare snack - <b>be independent, be a good friend</b> Begin to use problem solving approach - <b>be a problem solver, be resilient</b> Begin to talk about how we are feeling - <b>be a good friend, be resilient</b> Understand why healthy choices are important – food, drinks and lifestyle – <b>be inquisitive</b>  <b>Vocabulary – you try, put on, take off, put in your tray, try again, I wonder, excited, happy, sad, take care of, help, exercise, kind words, zip up and fasten,</b>  <b>Books to support</b> Jack and the Beanstalk Revisit the Very Hungry Caterpillar Clerversticks Children just like me</p>	<p>Mark-making, malleable and messy play - <b>be an interested reader and writer</b> Exploring ways of moving and using apparatus – obstacle courses and soft play - <b>Be confident, be independent, be resilient</b> Encouraging independence in self-care and dressing routines - <b>Be confident, be independent, be resilient, be a problem solver</b> Introducing ball skills - <b>be resilient, be a problem solver</b> Offer step ladders inside and out so children can extend their work - <b>be resilient, be a problem solver</b> Developing fine motor skills with small objects and fingers - <b>be resilient, be a problem solver, be an interested reader and writer</b>  <b>Vocabulary – letters, numbers, stamp, behind, next to, wobble, spin, shake, spiral, catch, throw,</b>  <b>Books to support</b> My Cat Likes to hide in Boxes Tidy Titch</p>

	<p><b>Books to support</b>  Brown Bear Brown Bear  Aliens love Underpants  Nobot the Robot  Pete’s Cat  Harry and the Dinosaurs  Hairy McLairy  Chinese New Year  Shark in the Dark  The Wind Blew  Down by the Cool of the Pool  Chloe’s Eggs  Growing Frogs  10 in the Bed  Caterpillar to butterfly  Are you Spring?</p>		
<p>Summer Term</p>	<p>Naming objects and actions and using descriptive language- <b>be an interested reader and writer and be inquisitive</b>  Understand questions and instructions with two parts, including ‘why’ questions – <b>be problem solver, be inquisitive</b>  Talking together in small and larger groups - <b>Be confident</b>  Listening to stories with rhyme and alliteration - <b>be an interested reader and writer</b>  Acting out traditional tales - <b>Be confident, be an interested reader and writer</b>  Joining in with repetitive phrases in books- <b>be an interested reader and writer</b>  Continue to increase their range of songs - <b>be an interested reader and writer, Vocabulary – spikey, smooth, rough, and then, discuss, why, what, where,</b></p>	<p>Being a good friend - <b>be a good friend</b>  Being independent - <b>Be confident, be independent, be resilient</b>  Preparing for reception - <b>Be confident, be independent, be resilient</b>  Embed use of the problem solving approach - <b>Be confident, be independent, be resilient, be a problem solver</b>  Be aware of how others are feeling - <b>be a good friend</b>  Prepare and cook foods that include healthy choices - <b>be inquisitive</b></p> <p><b>Vocabulary – feelings, upset, angry, what if, how about, healthy, heartbeat, keep fit, scared, frightened, worried, you can do it, Reception class, new friends, assembly</b></p>	<p>Mark-making, malleable and messy play - <b>interested reader and writer</b>  Exploring ways of moving and using apparatus – obstacle courses and soft play - <b>Be confident, be independent, be resilient, be a problem solver</b>  Encouraging independence in self-care and dressing routines - <b>Be confident, be independent, be resilient, be a problem solver</b>  Introducing bat and ball skills - <b>Be confident, be independent, be resilient, be a problem solver</b>  Encourage a comfortable grip when holding writing tools - <b>Be confident, be independent, be an interested reader and writer</b></p>

	<p><b>when, difference, sounds, retell, patterns, pinch,</b></p> <p><b>Books to support</b>  Peace at Last  Egg to Chicken  Cows in the Kitchen  Shark in the Park  The Crocodile who didn't like Water  The Rescue Party  Get set Go Summer  3 Billy Goats Gruff  Sally the Snake and the Smelly Sock</p>	<p><b>Books to support</b>  Oops  Elmer the Elephant  Farmer Duck  This is the Bear and the Scary Night  Oliver's Fruit / Vegetable's  Bag full of Worries  The Mouse and the Giant Strawberry</p>	<p><b>Vocabulary – difficult, balancing, body parts, left, right, hit, far away, close, near, high, low, grip, watch,</b></p> <p><b>Books to support</b>  A Squash and Squeeze  Lucy and Tom go to the Seaside</p>
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## Year Curriculum Plan – Specific Areas of Learning

	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn Term	<p>Letters and Sounds Aspect 1-6  Environmental and instrumental sounds, voice and body sounds, rhythm and rhyme and alliteration - <b>be an interested reader and writer and be inquisitive</b>  Listening to and joining in with stories - <b>be an interested reader and writer and be inquisitive</b>  Giving meaning to marks  Building up a bank of favourite traditional tales and Christmas</p>	<p>Counting and number songs and rhymes - <b>be a problem solver</b>  Comparing quantities - <b>be a problem solver</b>  Using and describing shapes - <b>Be confident, be a problem solver</b></p> <p><b>Vocabulary – count, 1-5, big, little, full, empty, circle, square, triangle</b></p> <p><b>Books to support</b></p>	<p>News and events in their own lives and of family members - <b>Be confident, be independent, be a good friend, be resilient, be inquisitive</b>  Sensory exploration of the environment - <b>be inquisitive</b>  Floating and sinking - <b>be a problem solver, be inquisitive</b>  Meaningful advent calendars - <b>be inquisitive</b>  Explore forest school environment focused on the seasons and</p>	<p>Use a range of media and techniques - <b>be inquisitive</b>  Building small worlds - <b>be an interested reader and writer</b>  Role play resources reflecting home life, as well as the ideas and experiences of the children - <b>be an interested reader and writer, be a good friend</b>  Explore simple musical instruments - <b>be inquisitive</b></p>

	<p>stories - <b>be an interested reader and writer and be inquisitive</b></p> <p><b>Vocabulary – listen, Once upon a time, the end, mark, Halloween, Christmas, hear,</b></p> <p><b>Books to support</b>  The 3 Bears  Little Red Hen  Rainbow Fish (support sharing)  Winnie the Witch  The Scarecrows Wedding  Mog in the Dark  The Dark Dark Tale  Funny Bones  Room on a Broom  Red Riding Hood  The Bear Hunt  Chocolate Mousse for Greedy Goose  The Tiger who came to Tea  Down by the Cool of the Pool</p>	<p>The 3 Bears</p>	<p>what is happening e.g. describing weather, changes, etc- <b>Be confident, be independent, be at one with nature, be inquisitive</b></p> <p>Learning friend's names  Festivals – Halloween, Diwali, Bonfire Night, Christmas - <b>be inquisitive</b></p> <p><b>Vocabulary – float, sink, sticky, soft, Christmas, Divali, Halloween, fireworks, bang, Autumn, changes, crunch, autumn colours, dying</b></p> <p><b>Books to support</b>  The Grufallo  Stickman  The Nativity  The Snowy Day  Christmas Bear  Jesus’ Birthday Party  The Snowman  The Divali Party  Kipper’s Snowy Day  Winnie in the Winter  The Jolly Postman  Mog in the Dark  The Dark Dark Tale  Funny Bones  Room on a Broom  Percy the Park Keeper – after the storm  Non Fiction - Autumn</p>	<p>Celebrating Artists – Kandinsky (skills), Seurat (dabbing/finger paints) - <b>be inquisitive</b></p> <p><b>Vocabulary – dab, spot, tap, shake, home, family, finger, soft, hard, touch, colours (red, yellow, blue, pink, green, orange, black, brown)</b></p> <p><b>Books to support</b>  Titch  My Family  The day the Crayons Quit</p>
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<p>Spring Term</p>	<p>Letters and Sounds aspect 1-6 Environmental and instrumental sounds, voice and body sounds, rhythm and rhyme and alliteration – introduce tapping out syllables - <b>be a problem solver, be an interested reader and writer and be inquisitive</b> Listening to and joining in with stories - <b>Be confident, be an interested reader and writer and be inquisitive</b> Talking about and acting out stories - <b>be an interested reader and writer</b> Mark-making for different purposes - <b>be an interested reader and writer</b> Using puppets to act out traditional tales - <b>be an interested reader and writer</b> Beginning to recognize same initial sounds in words - <b>be an interested reader and writer</b> Encourage early writing through hand made books - <b>be an interested reader and writer</b> <b>Vocabulary – and then, name, sounds, pop, bang</b></p> <p><b>Books to support</b> Revisit the Very Hungry Caterpillar Down by the Cool of the Pool Growing Frogs Traditional Tales – revisit - puppets Caterpillar to butterfly</p>	<p>Counting and number songs and rhymes - <b>be a problem solver</b> Addition and subtraction through songs - <b>be a problem solver</b> Representing numbers - <b>be a problem solver</b> Using and describing shapes using mathematical and informal language - <b>Be confident, be a problem solver</b> Extending ABAB patterns - <b>Be confident, be a problem solver</b> Combining shapes to make new shapes - <b>Be confident, be a problem solver</b> Recite past 5 - <b>Be confident, be a problem solver</b> Finger numbers - <b>Be confident, be a problem solver</b> Comparing quantities using language - <b>Be confident, be a problem solver, be inquisitive</b> Comparing objects - <b>be inquisitive</b></p> <p><b>Vocabulary – Counting forward and back, sides, corner, what comes next? How many? Large, huge, long, short, half full</b></p> <p><b>Books to support</b> Chloe’s Eggs 10 in the Bed The 3 Triangles</p>	<p>News and events in their own lives and of family members - <b>be a good friend</b> Role play – different occupations - <b>be inquisitive</b> Exploring how things work – cogs, pegs and boards, screwdrivers, wind up toys etc. - <b>be inquisitive, be a problem solve</b> Exploring natural materials /placing and arranging and collage – <b>be inquisitive, be a problem solver</b> Understand life cycles- Lifecycles of caterpillars and butterflies /Frogs - <b>be inquisitive</b> Spring changes and new growth / planting and care for plants – <b>Be inquisitive, Be at one with nature</b> Festivals – Chinese New Year, Valentine’s Day, Shrove Tuesday, Holi, Easter, Mother’s Day - <b>be inquisitive</b></p> <p><b>Vocabulary – love, twist, wind, turn, recap on positional language, frog spawn, tadpole, froglet, frog, grow, shadow, colours, pancake</b></p> <p><b>Books to support</b> Children just like me Chinese New Year</p>	<p>Still life drawings of flowers and fruits - <b>be at one with nature</b> Colour mixing and describing the differences - <b>be inquisitive</b> Junk modelling exploration - <b>be inquisitive, be a problem solver</b> Begin to explore the work of different artists – Kandinsky (developing skills), Van Gogh (still life), Mondrian (shapes) - <b>be inquisitive</b> Continue to sing a range of familiar and new songs - <b>Be confident</b> Use instruments to accompany songs - <b>Be confident</b> <b>Vocabulary – shades of colour e.g. light and dark, names of fruit and flowers being painted.</b></p> <p><b>Books to support</b> Jack and the Beanstalk Are you Spring?</p>
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	<p>Brown Bear Brown Bear          Aliens love Underpants          Pete’s Cat          My Cat Likes to hide in Boxes          Harry and the Dinosaurs          Hairy McLairy          Shark in the Dark</p>		<p>Cleversticks          The Wind Blew          Spring – non fiction</p>	
<p>Summer          Term  <b>Be confident, be independent, be at one with nature, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive</b></p>	<p>Letters and sounds phase 1-7, introduce aspect 7 if suitable - <b>be a problem solver, be an interested reader and writer</b>          Rhythm and rhyme, alliteration, oral segmenting and blending - <b>be a problem solver, be an interested reader and writer</b>          Listening to and joining in with stories; sequencing stories <b>be an interested reader and writer</b>          Talking about and acting out stories - <b>Be confident, be an interested reader and writer</b>          Mark-making for different purposes          Counting and clapping syllables in a word - <b>Be confident, be an interested reader and writer</b>          Know the difference between fiction and non fiction - <b>Be confident, be an interested reader and writer</b></p> <p><b>Vocabulary – name, sound, fiction, non fiction, what could happen next? Why did?</b></p> <p><b>Books to support</b></p>	<p>Addition and subtraction through songs - <b>be a problem solver</b>, Understanding position through words alone - <b>Be confident, be a problem solver</b>          Begin to know some 3D shapes = <b>Be confident, be a problem solver</b>          Recognizing and representing numbers - <b>Be confident, be a problem solver</b>          Being aware of and able to describe routes and locations - <b>Be confident, be a problem solver</b>          Number problems - <b>Be confident, be a problem solver</b>          Using, describing and naming shapes - <b>Be confident, be a problem solver</b>  <b>Vocabulary – how many is left, up, down, behind, side by side, ginormous, massive, tiny, cube, sphere, pyramid</b></p> <p><b>Books to support</b>          The Rescue Party          3 Billy Goats Gruff          Elmer the Elephant</p>	<p>News and events in their own lives and of family members - <b>Be confident</b>          Planting seeds and care for them -          chicks - <b>Be confident, be a problem solver, be inquisitive</b>          Similarities and differences          Using information books to find out more about the living things we see in our forest school          Festivals – Father’s Day, Eid - <b>be inquisitive</b>          To describe difference and similarities – growing chicks/babies/us <b>Be at one with nature, Be inquisitive</b>          Using the senses to describe what we see, feel, smell etc - <b>be at one with nature, be inquisitive</b></p> <p><b>Vocabulary –</b>  <b>Rough, smooth, scratch, flutter, Eid, cocoon, grow, become, baby, chick, egg, embryo, egg tooth, feather, fluffy, claws, smell,</b></p>	<p>Develop drawing skills with more focused still life opportunities - <b>be inquisitive</b>          Joining materials and developing junk modelling - <b>be inquisitive, be a problem solver</b>,          Celebrating artists – Monet (nature), Matisse (snails and nature), Warhol (printing)- <b>be inquisitive</b>          Use instruments to make a composition, following a picture score - <b>be inquisitive</b>  <b>Vocabulary – join, attach, fix, colours, nature, repeat, quickly, follow, music composer, closely, what can you see?</b>  <b>Lilac, lemon, pitch black, rose, ruby, sky blue</b></p> <p><b>Books to support</b>          Farmer Duck          Nobot the Robot</p>

	<p>Oops Egg to Chicken A Squash and Squeeze Cows in the Kitchen The Crocodile who didn't like Water This is the Bear and the Scary Night Lucy and Tom go to the Seaside Non Fiction books – Summer / vehicles /</p>		<p><b>disgusting, lovely, sweet, mint, smelly, colours</b></p> <p><b>Books to support</b> Peace at Last Get set Go Summer Non Fiction - Summer</p>	
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