

Subject	Week 1 4 Sept	Week 2 11 Sept	Week 3 18 Sept	Week 4 25 Sept	Week 5 2 Oct	Week 6 9 Oct	Week 7 16 Oct
Prime Area PSED (40-60 mths)	<p>Making Relationships: Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children, eg compromise.</p> <p>Self Confidence: Confident to speak to others about own needs/ wants / interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing Feelings and Behaviour : Understands that own actions affect other people, eg. Becomes upset or tries to comfort another child when they realise they have upset them. Aware of boundaries set and behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression.</p>						
	Settling in AM only Developing routines : early morning, tidy up time, snack time, circle time, exploring and jobs time	Settling in Lunch Introduce helping hands Agree Class rules- Good as Gold- put own names on. Rewards/ Consequences	<p>Newstime - Show and Tell Sharing items from home. Talking about family and home life.</p> <p>Circle times - with Barnaby Bear. Using ideas from Ros Bayley's Listening Skills and Circle Time books.</p> <p>Continous Provision/ Adult observations and interactions within class room and outside area.</p> <p>Role play of specific behaviour issues as they arise, reinforce good as gold rules and consquences. KS2 buddies in place.</p>				
Prime Area C&L (40-60 mths) Circle times	<p>Listening and Attention : Maintains attention, concentrates and sits quietly during appropriate activities. Two channelled attention - can listen and do for short spans.</p> <p>Understanding : Responds to instructions involving 2 part sequence. Understands humour (nonsense rhymes/ jokes) Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation and discussion.</p> <p>Speaking : Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>						
	With Barnaby- Rules, name games, hello Barnaby, pass the smile...	with Barnaby- name games, description games,	Surprise bag and Balloon games.	European Languages Day French Mrs Squires Assembly	Visit to Church Harvest Festival	Family games - all about me, family, pets, food, toys, games, friends ...	Clap syllables in children's names steady beat
Prime Area PD (40-60 mths)	<p>Moving and Handling : Experiements with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Health and Self Care : Eats a healthy range of foodstuffs and understands need for variety of foods. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges and considers / manages risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>						
		Ways of moving - start or stop when I clap.	Ways of moving using specific body parts	Ways of moving using using beanbags	Ways of moving - Bean Game	Ways of moving - with a partner	
	Personal responsibility dressing & undressing for PE/ role play Talk about effects of exercise after PE or outside play - perspiration, racing heart beat, heavy breathing, tiredness.						
	Gross motor control - Outdoor bricks/ crates/ PE equipment/ scooters/ Daily Mile/ Large climbing frames						
	Fine motor control Funky Fingers activities including tweezers, scissors, salt trays, nuts and bolts, pegs, Dough Disco,						

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L	<p>Reading - Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>Writing - Gives meaning to marks they make as they draw, write and paint. Gives meaning to marks they make as they draw, write and paint. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions. Attempts to write short sentences in meaningful contexts.</p>						
		ORT Kipper Floppy Name cards	ORT Biff and Chip Name cards	Goldilocks and 3 bears Name cards Jolly Phonics folders home	Story telling with adult scribe Name cards	ORT books with words to go home Name cards	Key Words- mum dad Name Cards
Phonics	Initial Baseline Assm'ssments - reading and writing letter sounds / names			Jolly Phonics s,a,t, p Pebble Game	Jolly Phonics i, n, m, d Tray Game	Jolly Phonics g, o, c, k Letter fans group 1	Jolly Phonics ck, e, u, r Buried Treasure
MD	<p>Number - Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Says the number that is one more than a given number.</p> <p>Shape and Measure - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time.</p>						
	Initial baseline Assm't - number recognition	Number 1 Zoo - Penguin One Counting to ten by rote	Number 2 Zoo - Ticklish Two Pairs of socks	Number 3 Zoo - Butterfly Three 3 bears, sorting-big, middle, small	Number 4 Zoo - Feathery Four 1:1 correspondence	Number 5 Zoo - Frisky Five 5 counting songs ie. 5 little ducks 5 cheeky monkeys	Shape 2D recognition and names
UW	<p>People and communities - Enjoys joining in with family customs and routines.</p> <p>The world - Looks closely at similarities, differences, patterns and change.</p>						
	Walk around school building and ground. Hide and Seek in classroom with Barnaby - where is he? Familiarise themselves with class layout		What do we look like? My body - links with number 2 arms, 2 hands, 2 feet, 2 eyes	Minibeasts	Zoo/ safari animals	Outdoor Learning Day Yearly changes - Welly walk to the woods Changes in seasonal colours to the trees/ leaves	
	Technology - Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.						
	My World, Dazzle and Clicker ORT1 talking stories		Dazzle - draw a picture of yourself.	My World - Goldilocks and three bears	My World - Dress Teddy	Dazzle - draw 5 fat sausages	My World 2D shapaes make patterns and pictures.
Cooking				Cakes	Biscuits	Jam Tarts	Flapjacks