

<p><u>Autumn 1</u> Kentish Town Community and the Heroes Who Help Us - Our School</p> 	<p><u>Autumn 2</u> Kentish Town Community and the Heroes Who Help Us - Wider Community</p> 	<p><u>Spring 1</u> Twisted Tales - traditional and fairy stories through The Jolly Postman</p> 	<p><u>Spring 2</u> Curious Creatures, Awesome Authors Our Earth - Curious Creatures through the Just So Stories</p> 	<p><u>Summer 1</u> STEAM - Transport for London Local to global study on how to move from one place to another</p> 	<p><u>Summer 2</u> The Next Step - transitioning into Year 1 & Our Bodies</p> 
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Communication and Language Listening, Attention and Understanding, Speaking

<p><u>Autumn 1</u></p> <p>Learn and use key vocabulary.</p> <p>Using talk in role play scenarios with peers.</p> <p>Talk partners using sentence stems</p> <p>Talk guidelines established</p> <p>Answer 'who', 'what', 'where' and 'when' questions.</p> <p>Choral participation in songs, rhymes, stories and routines.</p>	<p><u>Autumn 2</u></p> <p>Learn and use key vocabulary.</p> <p>Using talk in role play in curriculum contexts</p> <p>Talk partners and talk trios using sentence stems</p> <p>Presentational Talk: perform - winter songs</p> <p>Answer 'who', 'what', 'where' and 'when' questions</p> <p>Comment and engage in conversation about a text or topic.</p>	<p><u>Spring 1</u></p> <p>Learn and use key vocabulary.</p> <p>Oracy hoop groups for discussion - introduce Talk tactics 'agree' and 'disagree'</p> <p>Hot seating characters from the story - past and present tenses.</p> <p>Helicopter Stories</p> <p>Story retelling and performance - choral speaking and chanting.</p>	<p><u>Spring 2</u></p> <p>Learn and use key vocabulary.</p> <p>Introduction of presentational talk and talk detectives</p> <p>Explanatory talk - e.g. giving opinion and reasons why things might happen. Using conjunctions.</p> <p>Continue to ask and respond to 'who', 'what' 'where', 'when' and 'why' questions.</p> <p>Understand and follow simple two-part</p>	<p><u>Summer 1</u></p> <p>Learn and use key vocabulary.</p> <p>Oracy hoop groups for discussion and debate - using talking roles and talk tactics. Focus on listening to peers and feeding back.</p> <p>Presentational talk using past, future and present tense.</p> <p>Explanatory talk - e.g. giving opinion and reasons why things might happen - listen to other's opinions.</p>	<p><u>Summer 2</u></p> <p>Learn and use key vocabulary in a range of contexts.</p> <p>Confidently listen in a range of different situations, including small group discussion, without stopping what they are doing.</p> <p>Using a range of tenses accurately in different forms e.g. retelling, presentational and exploratory talk.</p> <p>Developing more complex language including prepositions</p>
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	Retelling stories.	Answer 'why' questions and use reasoning to justify answers. Predictions.	instructions.	Begin to understand spoken instructions and listen without stopping what they are doing.	and sequencing language.
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Personal, Social and Emotional Development Self-Regulation, Managing Self, Building Relationships

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Carpet and environment routines, carpet spaces and groups.</p> <p><u>Health and Wellbeing</u> - Introduce '1,2,3 Magic', rights of the child, values bar model, class charter. Use this to set goals.</p> <p>Listening and collaboration skills circle time games - sharing</p> <p>Identify people in my new class and how they are similar or different.</p> <p><u>Relationships</u> - Identify people in families and explain where to get help at home and in school.</p>	<p>Developing confidence and independence around managing personal needs and routines at school. (Toilet, start and end of the day, coat, shoes and slippers routines)</p> <p>Healthy food choices</p> <p><u>Health and Wellbeing</u> - Identify how to keep clean, healthy and safe - the Pants Rule (NSPCC).</p>	<p>Zones of Regulation- emotions and feelings</p> <p>Circle time expectations</p> <p>Emotional regulation 'Tool of the Week' and toolbox display</p> <p><u>Living in the Wider World</u> - Learn how to keep safe. Celebrate similarities and differences.</p>	<p>Zones of Regulation- emotions and feelings</p> <p>Selecting and applying the emotional regulation tools</p> <p>Solve small conflicts</p> <p>Strategies to support waiting for turns during independent play</p> <p><u>Living in the Wider World</u> - The importance of an active lifestyle. Identify and understand basic feelings beginning to understand how others feel</p>	<p>Zones of Regulation- emotions and feelings</p> <p>How to reflect on behaviour choices</p> <p>Collaboration and negotiation</p> <p><u>Relationships</u> - Explain what a healthy lifestyle is. Consider the routines and patterns of a typical day. Explain how to keep clean and healthy and explain why it is important.</p> <p>Explore gender stereotypes</p>	<p>Zones of Regulation- emotions and feelings</p> <p>Being assertive - consider feelings of others.</p> <p>Transition to year 1- visits, play time and expectations</p> <p>Helping others, thinking about perspective of others.</p> <p><u>Relationships</u> - Explore gender stereotypes. Prepare for change. Explain how to use medicine safely.</p>

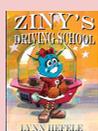
Physical Development

Gross Motor Skills, Fine Motor Skills (Links closely with EAD for outcomes)

Autumn 1

PE - Look, Move, Around

Key text:



Fine motor skills:

Develop small motor skills e.g. threading activities, cutting and sticking, craft activities, junk modelling, weaving, playdough, using pegs, tweezers.

Use the modified tripod grip.

Gross motor activities e.g. construction, assault courses, climbing frame, scooter, bikes, crates, big junk modelling.

Autumn 2

PE - Freeze, Explore, Create

Fine motor skills:
Little Wandle letter formation rhymes (for Phase 2)

Fine motor skills:

Develop small motor skills i.e. threading activities, cutting and sticking, craft activities, junk modelling, weaving, playdough, fine motor challenges using pegs, tweezers.

Use the modified tripod.

Use paint brushes (of different sizes), chalks, glue sticks, rollers, printing materials.

Longer snips and straight cuts in paper using scissors.

Gross Motor activities e.g. construction, assault courses,

Spring 1

PE - Follow, Share, Curious

Key text:



Fine motor skills:

Little Wandle non-cursive letter formation. Continue to develop develop small motor skills.

Independently use the modified tripod grip.

Develop finger strength, pencil grip and control i.e.e threading, cutting, sharpening pencils, Lego/construction cubes.

Spring 2

PE - Listen, Dance, Perform

Key text:



Fine motor skills:

Little Wandle non-cursive letter formation. Continue to develop develop small motor skills

Use tripod grip.

Explore cutting different materials i.e. paper, card, fabric

Range of small tools and techniques including joining (in junk modelling i.e. using tabs), using a growing range of different materials and fastenings (i.e. hole punch and fastening, pipe cleaners, treasury

Summer 1

PE - Equipment, Hands, Feet

Key text:



Fine motor skills:

Little Wandle non-cursive letter formation. Continue to develop develop small motor skills

Independently use tripod grip.

Write graphemes to represent the digraphs and trigraphs learnt during Phase 2 & 3 phonics

Develop drawing techniques i.e. shading, cross-hatching, applying pressure

Summer 2

PE - Roll, Track, Send

Key text:



Fine motor skills: Little Wandle non-cursive letter formation. Continue to develop develop small motor skills

Independently use tripod grip.

Show more accuracy and care when drawing.

Cut different materials in different ways.

Independently self-select tools for a specific purpose.

Use a range of small tools and techniques including joining (in junk modelling

climbing frame,
scooter, bikes, crates,
big junk modelling.

tag, split pins),
weaving.

Hold scissors correctly
and explore cutting in
different ways

i.e. using notches, more
complex printing
techniques i.e. lino, relief.

Build cars and other
modes of transport out
of junk modelling,
construction materials,
outside resources.

Literacy Comprehension, Word Reading, Writing



Autumn 1

Key Texts:



Outcomes:

Label using initial
sounds, friendship
cards, name writing,
welcome and learning
area signs, first aid
reports, story maps,

Autumn 2

Key Texts:



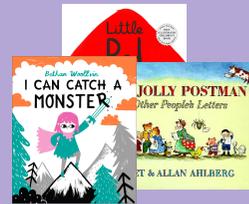
Crackle! Spit! by Marie
Thom (poetry)

Outcomes:

Diwali cards,
onomatopoeia
firework poems, lost
posters,
questionnaires for
visitors, letters to the
crayons who quit,
Winter cards, Santa's
workshop tasks.

Spring 1

Key Texts:

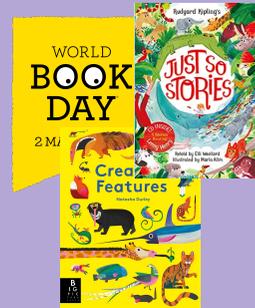


Outcomes:

Story writing, wanted
posters, postcards,
book review, story
mountain, setting and
character drawing and
labels.

Spring 2

Key Texts:



Outcomes:

Story writing, fact files,
Character description,
Write local area animal
stories e.g. how the fox
got his tail

Summer 1

Key Texts:



Outcomes:

Travel sound stories, city
soundscape writing, 'If I
built a . . .' non-fiction
features of a newly
designed transport type
and transport tales in the
local area.

Summer 2

Key Texts:



Outcomes:

Transition poems, my
body fact files, Super
Duper ME 'sometimes'
autobiographies, How to
Catch A Star inspired
wish stories for Year 1.



Mathematics

Number, Numerical Patterns (NCETM Mastering Number)

<p><u>Autumn 1</u> <u>Measure - time:</u> Explore key times of day. Where do things belong? Positional language. Daily timetable. Sequence using 'first...next...last' Days of the week & months of the year.</p> <p><u>Number:</u> Learning new number rhymes for numbers to 5. Subitising and counting skills. Explore composition of numbers within 5. Begin to compare sets of objects.</p>	<p><u>Autumn 2</u> Connect quantities and numbers to finger patterns. Explore different ways of representing numbers on fingers. Hear and join in with counting sequences. - Understand that each number is made of one more than the previous number. Develop accurate counting skills and knowledge, including: cardinality and 1:1 correspondence. Compare sets of objects by matching.</p>	<p><u>Spring 1</u> Subitising skills for numbers within and beyond 5. Connect quantities to numerals. Begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers.</p>	<p><u>Spring 2</u> Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. Order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p>	<p><u>Summer 1</u> Develop counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in this. Compare quantities and numbers, including sets of objects which have different attributes. Develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p>	<p><u>Summer 2</u> Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a Rekenrek. Recap and revise identified gaps in learning.</p>
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Understanding the World

Past and Present, People, Culture and Communities, The Natural World

During carpet sessions, assemblies and continuous provision children will get to celebrate and value cultural, religious and community events, experiences and significant people that have shaped their world today.

<p><u>Autumn 1</u> My family - similarities and differences, share customs and routines.</p>	<p><u>Autumn 2</u> Black History Season</p>	<p><u>Spring 1</u> Changes over time- objects from the past and 'past', 'present' and 'future'</p>	<p><u>Spring 2</u> Learn about unfamiliar occupations, taking these on in roleplay</p>	<p><u>Summer 1</u> Learn about and roleplay unfamiliar occupations - STEAM focussed.</p>	<p><u>Summer 2</u> Discuss how the local area has changed in their lives and from their adult's lives.</p>
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<p>Torriano Timeline- introduce past, present and future based on life experiences.</p> <p>Black History Season and Ada Lovelace Day</p> <p>Take part in celebrations showing respect for different cultures and religions - Halloween, Harvest Festival</p> <p>Recite seasons and weather changes</p>	<p>Diwali, Bonfire Night, Christmas and Hannakah</p> <p>Name and discuss seasons using seasonal language e.g. 'It's getting colder'. Investigate melting ice.</p> <p>Share significant past and future events in their life using today, tomorrow and yesterday</p> <p>Recall events and special days that happen every year and week</p> <p>Roleplay and smallworld in familiar occupations</p> <p>Mapwork - know that maps show places</p> <p>The five senses</p>	<p>New Year, Lunar New Year</p> <p>Occupations in the wider world roleplay</p> <p>Days of the week and seasons songs</p> <p>Mapwork - identify simple features, journey to school, create own map using pictures and objects, directional language, knowing where we live.</p> <p>Spot human and physical features, signs and symbols on a local walk.</p> <p>Study materials and their properties, identifying similarities and differences</p> <p>To know there are different environments around the world.</p>	<p>Holi Festival, Easter</p> <p>Understand what a world map is showing e.g. land and sea and locate the UK and say where they live</p> <p>Name different countries in the world, understanding families and people come from different places. Concept of belonging and home- different to everyone.</p> <p>Order lifecycle of living things - babies and adult animals. Growing plants from seed or bulb, know what plants need to survive</p> <p>Discuss physical and man made features</p> <p>Associate months and seasons</p>	<p>Ramadan, Eid, Windrush Day</p> <p>How the changing of the seasons impact us</p> <p>Know there are 12 months in a year and their order</p> <p>Study the local area transport maps and routes</p> <p>Conduct a local area sensory transport survey Observe and interact with objects (boats) floating on water. Magnets attracting - trains.</p>	<p>Similarities and differences between different religious festivals</p> <p>Life in different countries and year groups</p> <p>Similarities, differences, patterns and change</p> <p>Shadows in the outside environment</p>
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Expressive Arts and Design

Creating with Materials, Being Imaginative and Expressive

Children are encouraged to explore all art resources to create and express themselves independently through art during all continuous provision sessions.

<p><u>Autumn 1</u> Black History Season printing</p> <p>Exploration of art resources</p> <p>Outcomes: printed portraits of those who help us and pictures from poetry based on 'rise'</p> <p>Print with a variety of objects – including block colours. Explore primary colours and how colours can be changed. Range of tools for mark marking</p> <p>Music - Singing</p>	<p><u>Autumn 2</u> Black History Season</p> <p>Art Focus: Painting, printing, patterns and primary colours and mixing in continuous provision.</p> <p>Outcomes: picture of themselves using printing with objects, marbled firework pictures, chalk Rangoli patterns, clay diva lamps, observational drawings of the local area, 'blow' painting for fireworks, Christmas cards collage, print wrapping paper</p> <p>Music - Christmas show</p>	<p><u>Spring 1</u> DT Focus - materials Design and test a bag for letters</p> <p>Outcomes: Make and test their bags constructed with simple tools, explore using brushes make signs, tickets, programmes etc for theatre, puppet making, lunar new year lanterns, large, collaborative dragon and perform a dragon dance, character junk modelling, Explore using other mark making tools i.e. stickers, feathers, bubble wrap, crunched up paper etc.</p> <p>Music - Aurora and the Magical Toy Box</p>	<p><u>Spring 2</u> Art Focus: Collage</p> <p>Artist: Matisse -The Snail</p> <p>Outcomes: Collage animal pictures, large-scale, collaborative animals paintings, replicating animals patterns in different ways - printing, junk model habitats (in a box), animal mask making, different habitats using different techniques i.e. inks, watercolours, collage, printing (label with features). Holi-inspired paint splatter pictures</p> <p>Music - Bamboo Tamboo</p>	<p>Summer 1 Art and Design Focus through STEAM</p> <p>Outcomes: Transport junk modelling, Torriano bus stop design and construction, TFL transport poster painting, bus wrap design, future of transport pictures, build cycle highways.</p> <p>Painting Mix 2 colours learn to name the primary and secondary colours use a paint brush</p> <p>Drawing Begin to draw faces and objects from 1st hand observation Draw from imagination and memory Use a variety of tools for drawing.</p> <p>Music - African Drumming</p>	<p>Summer 2 ART and DT Focus</p> <p>Art Focus: Portraits - drawing faces and people.</p> <p>Outcome: Children draw and create self portraits.</p> <p>Art Focus: Andy Warhol - Printing</p> <p>Outcome: Printing faces with styrofoam blocks and / or screen prints. Show emotions on faces.</p> <p>DT Focus: Designing and making a healthy meal using local and seasonal produce (trip to allotment).</p> <p>Music - Singing and percussion</p>
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