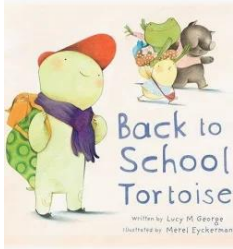
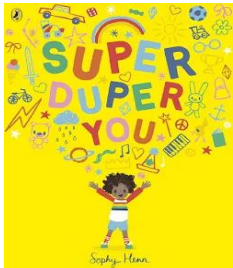
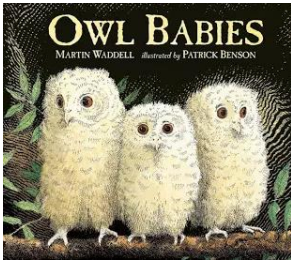
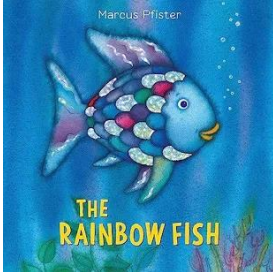
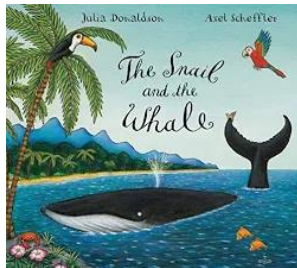


Term	Autumn 1					
Topic	Get to know me			Under the sea		
Themes	-Who am I? - My family -Emotions -School environment and routines -Friendships -Turn taking and sharing			-Fish -The sea -Friendships -Differences between sea creatures		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Down at the Station	A Sailor Went to Sea	Baa, Baa, Black Sheep	1,2,3,4,5, Once I Caught a Fish Alive	Hey, Diddle, Diddle	Hickory, Dickory, Dock
Core Vocabulary	Unique, family, friend, emotion, routine, respect, community, belong			Tropical, fins, gills, scales, marine, crustacean, pincers		
Core Knowledge	- To recognise and talk about myself, including my name, age and what makes me unique. - To identify my family and the important people in my life. - To recognise and name my feelings and begin to understand how others may feel. - To learn about my classroom, school environment and the daily routines that help me feel safe. - To build positive relationships by sharing, taking turns and playing cooperatively with others.			- To know some key features of fish, such as their main body parts e.g. fins - To know that some fish live in freshwater and some live in salt water (the sea) - To know what makes a good friend ('Rainbow Fish') - To identify the differences between sharks, dolphins and whales - To know about sharks' teeth and that, if a shark loses a tooth, it can keep growing new ones		

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

	To develop confidence in talking about my interests, experiences, likes and dislikes	- To identify key features of crustaceans and know that they have shells to protect them - To know that crabs and lobsters are types of crustaceans
	I will learn to...	
PSED	Separate with reassurance Recognise basic feelings Follow simple routines & 1-step instructions Express needs with gestures/words Calm with adult support Independence Begin toileting/handwashing with support Explore environment with adult nearby Tidy with encouragement Relationships Form bond with key adult Play alongside others (parallel play) Notice and respond to familiar peers	
C&L	Respond to own name and familiar voices Listen to short songs, rhymes, and stories Pay attention to adults for a short time Follow simple instructions (1 step) Show interest in what adults and friends say Use single words to ask for things Name familiar people and objects Copy actions and sounds in songs and rhymes Use gestures with words	
PD	Explore indoor and outdoor spaces confidently Walk, run, climb, and balance on different surfaces Begin to negotiate space with peers Move arms and legs in large movements (stretching, swinging) Enjoy simple movement games and songs Explore and manipulate objects (blocks, playdough, sand) Hold crayons/pencils with whole-hand grip Begin tearing, folding, joining paper	
Reading	Listen to simple stories and rhymes with interest Recognise familiar books and handle them correctly Join in with repeated refrains and phrases	

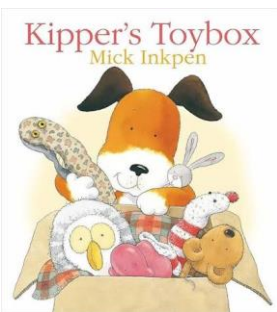
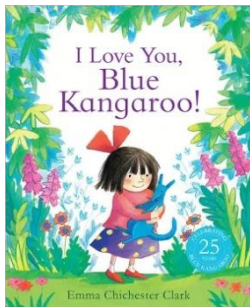
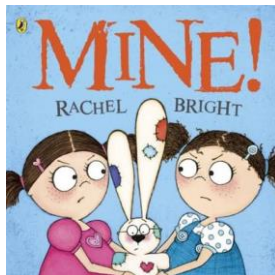
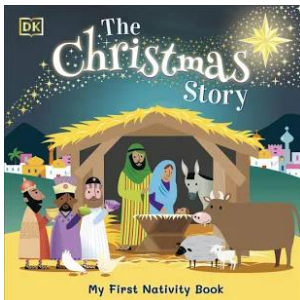
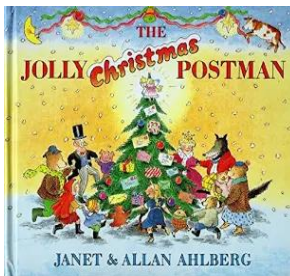
Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

	Begin to recognise own name in print Distinguish print from pictures Show awareness of familiar logos or signs Explore letters in environmental print (signs, labels, posters)																								
Phonics	Little Wandle ‘Foundations for phonics’ will be followed. <i>Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.</i> Autumn 1 No sounds in Autumn 1. Focus on Rhyme time and settling children into your setting’s routines. You will find everything you need to teach Rhyme time, including planning, videos and illustrated rhymes, in the Phonics area of the Foundations Programme content. The nursery rhymes included are: <table border="0"> <tr> <td>1, 2, 3, 4, 5 Once I Caught a Fish Alive</td><td>Hickory, Dickory, Dock</td></tr> <tr> <td>Baa, Baa, Black Sheep</td><td>Incy Wincy Spider</td></tr> <tr> <td>Hey, Diddle, Diddle</td><td>Mary, Mary, Quite Contrary</td></tr> <tr> <td>Humpty Dumpty</td><td>One, Two, Buckle My Shoe</td></tr> <tr> <td>Jack and Jill</td><td>Ring-a-ring-a-roses</td></tr> <tr> <td>Miss Molly Had a Dolly</td><td>Row, Row, Row Your Boat</td></tr> <tr> <td>Pat-a-cake</td><td>The Wheels on the Bus</td></tr> <tr> <td>Round and Round the Garden</td><td>Wind the Bobbin Up</td></tr> <tr> <td>The Grand Old Duke of York</td><td></td></tr> <tr> <td>Twinkle, Twinkle, Little Star</td><td></td></tr> <tr> <td>A Sailor Went to Sea</td><td></td></tr> <tr> <td>Down at the Station</td><td></td></tr> </table> 	1, 2, 3, 4, 5 Once I Caught a Fish Alive	Hickory, Dickory, Dock	Baa, Baa, Black Sheep	Incy Wincy Spider	Hey, Diddle, Diddle	Mary, Mary, Quite Contrary	Humpty Dumpty	One, Two, Buckle My Shoe	Jack and Jill	Ring-a-ring-a-roses	Miss Molly Had a Dolly	Row, Row, Row Your Boat	Pat-a-cake	The Wheels on the Bus	Round and Round the Garden	Wind the Bobbin Up	The Grand Old Duke of York		Twinkle, Twinkle, Little Star		A Sailor Went to Sea		Down at the Station	
1, 2, 3, 4, 5 Once I Caught a Fish Alive	Hickory, Dickory, Dock																								
Baa, Baa, Black Sheep	Incy Wincy Spider																								
Hey, Diddle, Diddle	Mary, Mary, Quite Contrary																								
Humpty Dumpty	One, Two, Buckle My Shoe																								
Jack and Jill	Ring-a-ring-a-roses																								
Miss Molly Had a Dolly	Row, Row, Row Your Boat																								
Pat-a-cake	The Wheels on the Bus																								
Round and Round the Garden	Wind the Bobbin Up																								
The Grand Old Duke of York																									
Twinkle, Twinkle, Little Star																									
A Sailor Went to Sea																									
Down at the Station																									
Writing	Explore pens, pencils, crayons, paint, and other media Make random or patterned marks on paper Use large movements in mark-making (big lines, circles, swirls)																								

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children’s needs and interests outlined in weekly planning proformas.

Maths	Notice and recite numbers in songs, rhymes, and routines Recognise some numerals in the environment (name, labels, signs) Join in counting songs and rhymes Notice simple patterns in everyday life (stripes, shapes, routines) Copy simple patterns with objects, colours, or shapes Match and group objects					
	White Rose Maths programme is followed across the school Topics: More than, fewer than, same Explore and build with shapes Explore repeats Hear and say number names					
UW	Talk about themselves and their families Notice similarities and differences between themselves and others Remember familiar routines and special events Celebrate familiar festivals and routines Show curiosity about past experiences					
EAD	Explore a variety of materials (paint, crayons, playdough, natural materials) Use tools with support (brushes, scissors, glue spreaders) Experiment with colour, texture, and marks Show curiosity about how materials behave (mixing, tearing, pressing) Make simple representations (lines, circles, shapes) Join in action songs and rhymes Copy simple movements and sounds					
Term	Autumn 2					
Topic	Let's Play			Christmas		
Themes	- Favourite toys - Features of teddies - Push and pull toys - Emotions - Following rules			- Christmas to Christians - The Christmas story - Christmas celebrations - Christmas traditions - Christmas symbols		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

Core texts						
Core rhymes	Humpty Dumpty	Incy Wincy Spider	Jack and Jill	-Mary, Mary, Quite Contrary -Nativity Songs	-Miss Molly Had A Dolly -Nativity Songs	-One, Two, Buckle My Shoe -Nativity Songs
Core Vocabulary	Favourite, lonely, force, energy, construct, sculpture, character, features			Christmas, nativity, kindness, Bethlehem, Jesus, Celebrate, tradition, stable		
Core Knowledge	To know that most people have or had a favourite toy and be able to talk about theirs To know that teddies can look very different, with many features, such as moving arms and legs To identify and talk about the feelings associated with losing a favourite toy To know how toys can move using the language associated with forces e.g. push and pull To identify toys they can use to build things with To understand that following instructions is an important aspect of playing games To know that it is important to share and stick to the rules when playing games			To recognise that Christmas is a special celebration for many people around the world. To learn the story of the first Christmas and understand why it is important to Christians. To explore how Christmas is celebrated by different families and communities. To identify some Christmas traditions, symbols and decorations, such as Christmas trees, stars and stockings. To talk about kindness, giving, sharing and helping others during the Christmas season. To compare Christmas celebrations with their own experiences and begin to recognise that families celebrate in different ways.		
	I will learn to...					
PSED	Follow rules & boundaries more consistently Wait briefly for a turn Use more words to communicate needs Independence Attempt self-care more independently Make simple choices in play					

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

	Manage belongings with help Show basic safety awareness Relationships Begin sharing with support Join short group activities Use simple social language with peers
C&L	Begin using short phrases to ask for or share things Talk about familiar experiences (home, play, school) Join in songs, rhymes, and repeated refrains Copy new words and sounds Begin to take turns in simple conversations Understand and use simple everyday words
PD	Change direction and speed while moving Use equipment safely (trikes, climbing frames) Stack and fit objects together Begin to use simple tools with support (spoons, scissors, rolling pins) Develop hand-eye coordination through play Show growing interest in mark-making Take more control over movements and materials
Reading	Anticipate what happens next in a story Recognise familiar characters and settings Respond to simple story questions ("Who? What happens?") Join in with rhymes more confidently
Phonics	Little Wandle 'Foundations for phonics' will be followed. <i>Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.</i>

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

	Autumn 2 <table><tr><th>Sound</th><th>What's in the box? (Words and objects/images)</th><th>Blend from the box (Words and objects/images)</th></tr><tr><td></td><td>sock sun star snake</td><td>s-o-ck s-u-n s-oa-p s-a-ck</td></tr><tr><td></td><td>ant apple arrow astronaut</td><td>Omit Blend from the box for this sound.</td></tr><tr><td></td><td>teddy toast teeth tiger</td><td>t-ee-th t-i-n t-a-p t-o-p</td></tr><tr><td></td><td>pencil pizza peg penguin</td><td>p-e-n p-e-g p-i-n p-a-n</td></tr><tr><td></td><td>insect invitation igloo iguana</td><td>Omit Blend from the box for this sound.</td></tr><tr><td></td><td>nurse nose nest net</td><td>n-e-t n-oa-z (nose) n-e-ck n-u-t</td></tr><tr><td></td><td>moon marble monkey mouse</td><td>m-oo-n m-ou-se m-a-p m-a-n</td></tr></table>	Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)		sock sun star snake	s-o-ck s-u-n s-oa-p s-a-ck		ant apple arrow astronaut	Omit Blend from the box for this sound.		teddy toast teeth tiger	t-ee-th t-i-n t-a-p t-o-p		pencil pizza peg penguin	p-e-n p-e-g p-i-n p-a-n		insect invitation igloo iguana	Omit Blend from the box for this sound.		nurse nose nest net	n-e-t n-oa-z (nose) n-e-ck n-u-t		moon marble monkey mouse	m-oo-n m-ou-se m-a-p m-a-n
Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)																							
	sock sun star snake	s-o-ck s-u-n s-oa-p s-a-ck																							
	ant apple arrow astronaut	Omit Blend from the box for this sound.																							
	teddy toast teeth tiger	t-ee-th t-i-n t-a-p t-o-p																							
	pencil pizza peg penguin	p-e-n p-e-g p-i-n p-a-n																							
	insect invitation igloo iguana	Omit Blend from the box for this sound.																							
	nurse nose nest net	n-e-t n-oa-z (nose) n-e-ck n-u-t																							
	moon marble monkey mouse	m-oo-n m-ou-se m-a-p m-a-n																							
Writing	Begin to give meaning to marks Attempt to draw or “write” own name with support Explore different tools and media for creative writing																								
Maths	Count objects up to 3 using one-to-one correspondence Compare quantities using “more” or “less” Explore simple number games in play Sort objects by size, colour, or shape Notice similarities and differences in objects Explore changes in patterns using materials (blocks, beads, natural objects) Recognise basic 2D shapes and use maths language in play																								
	White Rose Maths programme is followed across the school Topics: Begin to order number names I see 1,2,3																								

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

	Join in with repeats Explore position and space Shoe me 1,2,3
UW	Talk about events in their own life ("I went to...", "My birthday") Begin to use words like "before" and "after" with support Explore natural materials (leaves, soil, water, sand) Notice changes in seasons and weather Show curiosity about living things (plants, animals) Use senses to explore and investigate Begin to ask simple questions about the world around them
EAD	Talk about what they have made Engage in pretend play (role play, small-world toys) Use objects to represent something else Begin to use imagination in play Explore sound and music using instruments or voice

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.