

Hooks for learning	Key texts	Key vocab	Trips / visitors	Additional Learning
'Hook' - egg discovered - what is inside?	Bear Hunt Lost and found, by Oliver Jeffers Dan the flying man	- Tier 1 - penguin, boy, Dan the flying man, house, flowers, trees, mud, bear - Tier 2 - lost, found, searched, crane, seas, bridge, river, forest, cave - Tier 3 - South Pole, mountains, waves, snowstorm	Visit to fire station Visit from lollypop lady Visit from the police horses	Harvest, Autumn, Black History Month

Communication & Language		Personal, Social & Emotional Development				Physical Development	
Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Jigsaw	Gross Motor Skills	Fine Motor Skills
Components: Daily story sessions (encourage children to join in with actions and repeated phrases) Shared attention, respond, engage, conversation during Learn & Explore time Introducing and consolidating 'What makes good' carpet time Circle time sessions and games: Who's under the blanket, name games, Display of children favourite places (photos) Encourage children to ask questions about what	Components: Shared attention, Respond, Engage, Conversation during Learn & Explore time Small group/Whole class carpet discussion - Our families, Our likes/dislikes, Our similarities, and differences Working wall with new vocabulary - refer back to and celebrate children exploring new words Display of children favourite places (photos)	Components: Discuss and set rules and routines for the class Circle Time getting to know you games Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc. Look at photos of people showing different emotions - how do you think they are feeling? Why? Introduce zones of regulation End Point: I can recognise	Components: Discuss rules of the class - why do we need these rules? What rules do you think are important for us to be safe and happy in school? Support children with strategies to put on coats End Points: I can wash my hands independently I can put my coat and other clothes on independently I can explore different areas within the reception environment I can use the toilet	Components: Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc. - WMG friend Support children to negotiate conflict during child-initiated play End Points: I can seek the support of adults when needed I am gaining confidence to speak to peers and adults	<u>Being me in my world</u> End Points: I will help others to feel welcome I will try to make our school a better place I will think about everyone's right to learn I care about other people's feelings I work well with others I choose to follow the learning charter	Components: Play follow the leader - move around the space in different ways Introduce 'What makes good' use of the garden and discuss why they are important Use the core muscle strength to achieve good posture when sitting - Yoga End Points: I can move safely in space I can stop safely I am developing control when using equipment I can sit on the carpet in a controlled way	Components: Drawing/painting ourselves and our favourite places Playdough Name writing practise Letter formation during phonics Creative workshop - cutting and joining End Points: I use a dominant hand I can mark make using different equipment I am beginning to use a tripod grip when using mark making tools I am beginning to join

they have heard	End Point: I can talk in front of a small group I can talk to my teacher and HLTA I can learn new vocabulary	different emotions I can focus during short whole class activities I can follow one-step instructions I know how people show emotions	independently					materials for making I am beginning to copy letters I can hold scissors correctly and begin to cut with some control
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Literacy			Mathematics		Understanding the World			Expressive Arts & Design	
Comprehension	Word Reading	Writing	Number & Numerical Patterns	Shape, Space & Measures	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
Components: Guided reading - talk about the pictures, what is happening? Retelling focus texts using pictures Acting out key texts in class/group sessions Lolly stick puppets of character in key texts 4x weekly Guided reading sessions per week End Points: I can use pictures to tell stories I can sequence familiar stories I can independently look at book, holding them the correct way and turning pages	Components: : Daily Phonics (Phase 2) 4x weekly Guided reading sessions per week in attainment groups Teach tricky words from Phase 2 End Points: To identify sound set 1 and 2 To orally blend CVC and CCVC words using these sounds To begin to orally segment sounds in CVC words To read some tricky words	Components: : Name writing Handwriting patterns Using sentence stem - 'I am...' End Points: I can copy my name I give meanings to the marks I make I can copy taught letters I can write initial sounds I am beginning to write CVC words using taught sounds I can write the sentence 'I	Components: NCETM Mastery Maths plans End Points: -subitise within 3 -identify sub-groups in larger arrangements -create their own patterns for numbers within 4 -practise using their fingers to represent quantities which they can subitise -experience subitising in a range of contexts - relate the counting sequence to cardinality - develop their knowledge of the counting sequence - develop 1:1 correspondence -explore a range of strategies which support accurate counting -see that all numbers can be made of 1s -compose their own collections within 4 -understand that sets can be compared	Components: Exploring shapes Exploring size, length using playdough Making patterns End Points: I am beginning to sort and match different objects I can compare size, height & length I can make an AB pattern	Components: Consider characters in stories Focus on Black History month and celebrate achievements of people from the past End Points: I am beginning to compare characters from stories, including figures from the past	Components: Focus on own family and people who are important to us Identify jobs people do Talk about roles of people who help us in the community Own aspirations for display End Points: I can talk about members of my family I can talk about people who help us I can identify own aspirations for the future	Components: Explore the Garden. Collect twigs, sticks, feathers to make a nest for egg. Mystery egg. Make predictions of what is inside. Use kiddle to investigate. Looking after egg. Matching dinosaurs to adults. Looking at and making own maps Comparing different places - focus on places travelled to and locate on world map. End Points: I can draw some information from a simple map I can recognise some similarities and differences between life in this country and life in other countries	Components: Developing independence in using creative workshop - junk modelling, selecting paints, using collages, etc Making maps Making different environments in play <i>Print making with Rebecca:</i> Create a collaborative map with press-print, discuss the visual landmarks and elements of local places (roads, houses, shops, trees etc.) End Points: I can make a model I can make a map I can select paint to do a painting I can select resources to make a collage I can create different environments seen in stories I can use paint and	Components: Music time - copy the body percussion pattern Nursery Rhyme Time Use instruments and sounds when reading familiar stories Acting out key texts as a class/group Listen to pieces of music that are significant to us Role Play: Home corner - include packaging, print and resources from a variety of cultures Using mini-me's in my small world play End Points: I can sing and perform nursery rhymes I can experiment with different instruments and their sounds

		am xxx' (my name)	according to a range of attributes -use the language of comparison				I can recognise some environments that are different to the one in which I live I can ask questions about the natural environment I show respect and care for the natural environment	press-print to print a repeated image I can apply paint to my stamp using a sponge and even pressure	I can talk about whether I like or dislike a piece of music I can create musical patterns using body percussion I use costumes and resources to act out narratives
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