

THEME	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Term Break	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
All about me!															
Dates	06 - 10 Sept	13-17 Sept	21-25th Sept	27th Sept - 1st Oct	4-8th Oct	11-15th Oct	18-22 Oct			1-5 Nov	8-12 Nov	15-19 Nov	22-26 Nov	29 Nov - 3 dec	6-10 Dec
	Theme 1: Ourselves									Theme 2 - Healthy Me					
Literacy															
Books	Goldilocks and three bears, Arghhhh Spider, Is there a dog in this book									The Very Hungry Caterpillar, Grendel Cautionary tale of chocolate, Little Red hen					
Skills/Objectives	Listen attentively in a range of situations; Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions;									Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <ul style="list-style-type: none"> •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom 					
SMSC	Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience									Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience					
Phonics	Phase two step 1 - step 5 - twinkl planning Phase 1 aspect 9 segmenting and blending From Week 4 phase 2 tricky words									Phase two step 1 - step 5 - twinkl planning Phase 1 aspect 9 segmenting and blending From Week 4 phase 2 tricky words					
Maths															
White Rose	Numbers and place value - Numbers to 5 , comparing and regrouping up to 5 objects									Number and place value - comparing groups, Addition and Subtraction - change within 5, Measurement - Time					
Skills/Objectives	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <ul style="list-style-type: none"> •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. 									<ul style="list-style-type: none"> •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. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways. 					
SMSC	Ideas and aspirations; inner strength and resilience									The Gingerbread man, Mr Gumpy's Outing, The enormous turnip, The Very Hungry Caterpillar, Maisy Goes Camping, Five little Duks, Five little monkeys Jumping on the bed, Five tiddly widdly Tadpoles, Bad Tempered Ladybird, Peace at last, A second is a Hiccup					
U+W															
Theme: Ourselves	Take part in and recreate familiar experiences such as cooking, birthday party. Talking about people in their family. Talking about their homes , learning about pets and how to take care of them. Talk about similarities and differences between each other and family members. Talk about features of their local environment such as parks and shops. Help to develop vocabulary to talk about what they see in their local environment and home experiences.									Use cookery to explain changes to materials such as what happens when you mix flour and eggs etc. Explore who is in our families and who we live with. Learn about differences between us and our friends and family. Look at when were a baby, toddler and now and things we can do now. Learn how to use the computer and and IWB to complete simple games. Have real objects such as kettle, toaster talk about how they make them work. Talk about their own experiences.					

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All about me!															
Skills/Objectives	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 									<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Knows that information can be retrieved from computers. 					
SMSC	Seeking and striving; Reflection on experience;									SMSC - Sensitivity and responsiveness; Self-awareness, self-knowledge and self-esteem; Love and relationships					
Book links	My mum and dad make me laugh, Peace at last, Maisy goes to the Museum, information books about families. Recipe books									Information books about families, cook books, Not now Bernard, Elmer, Titch					
EAD															
Theme: Ourselves	Making marks using different materials such as paints, crayons. Using shapes to create pictures of their family, houses. Using playdough and cutters. Moulding playdough to create models free hand. Role play familiar experiences such as cooking, taking care of dolls and teddies. Sing familiar songs such as nursery rhymes and number rhymes. Create sounds with musical instruments. Creating decorations and cards and invitations for celebrations such as birthdays. Using									Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages. Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added. Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. Provide a place where work in progress can be kept safely. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. Provide story boxes filled with interesting items to spark children's storytelling ideas. Offer additional resources reflecting interests such as tunics, cloaks and bags. Tell stories based on children's experiences and the people and places they know well. Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., "This bear has arrived in the post. He has a letter pinned to his jacket. It says Please look after this bear.' We should look after him in our room. How can we do that?."					
Skills/Objectives	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. 									<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. 					
SMSC	Self-awareness, self-knowledge and self-esteem;									SMSC - Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness					
PSED															
Theme	Provide the children with a varied 'celebrations/birthday' role-play area where they can explore different cultural traditions. Include different costumes and artefacts from a variety of cultures. Forming relationships with adults and children in the setting, learning to follow rules and routines. Getting to know the environment, begin to leave main carer independently and enter the setting. Get distracted by being able to engage in activities. Learning to follow instructions.									Selecting resources independently, developing relationships, sharing resources independently. Solving simple problems. Taking care of their belongings. Separating from main carer independently. Looking after their belongings. Tidying resources away learning follow classroom rules and routines.					

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All about me!															
Skills/Objectives	<ul style="list-style-type: none"> •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 									<ul style="list-style-type: none"> •Aware of the boundaries set, and of behavioural expectations in the setting. •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 					
SMSC	Self-awareness, self-knowledge and self-esteem									SMSC - Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships: Ideas and aspirations, Reflection on experience					
CL															
Theme	<p>When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty".</p> <ul style="list-style-type: none"> •Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. •Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. •When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the... Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be reenacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action. •Find out from parents how children make themselves understood at home; confirm which their preferred language is. Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. Provide opportunities for children whose home language is other than English, to use that language. Help children to build their vocabulary by extending the range of their experiences. Ensure that all practitioners use correct grammar. Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. 									<ul style="list-style-type: none"> •Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!' •Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low. •Explain why it is important to pay attention when others are speaking. •Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully. Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. • Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. •Help children to build their vocabulary by extending the range of their experiences. •Ensure that all practitioners use correct grammar. •Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. •Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts. 					
Skills/Objectives	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •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. 									<ul style="list-style-type: none"> •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •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. 					

THEME All about me!	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Term Break	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
SMSC	Reflection on experience; Ideas and aspirations									SMSC - Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem					
PD															
Theme	Provide the children with string and beads to make birthday necklaces/bracelets. Provide wrapping and newspaper alongside junk modelling resources for the children to make their own presents for an intended recipient. Dance to party music enjoyed by the children in their homes. Introduce dough disco to develop fine motor skills. Using wheeled toys to develop leg strength, opportunities to develop hand eye co-ordination through playing with balls and beanbags. Moving in different ways e.g. rolling, walking on all fours, hopping etc. Opportunity to develop climbing skills and jumping off different levels.									Provide safe spaces and explain safety to children and parents. -Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic. -Plan activities that involve moving and stopping, such as musical bumps. -Provide time and space to enjoy energetic play daily. -Practise movement skills through games with beanbags, cones, balls and hoops. -Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching -Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. -Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.					
Skills/Objectives	<ul style="list-style-type: none"> •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name. 									<ul style="list-style-type: none"> •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name. 					
SMSC	Self-awareness, self-knowledge and self-esteem;									SMSC - Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving					
Arabic	<p>وحدة العائلة: التعرف على مفهوم الأسرة، كما سوف يتعرف الطلاب على الحروف من (أ- ح) صوتاً، لفظاً و كتابتها مع الحركات (الفتحة، الضمة والكسرة والسكون). التعرف على كلمات و صور تابعة لكل حرف. التعرف على الأرقام من 1-20 بالعربي.</p> <p>Topic: My family - pupils will learn about their families and letters from 'alif' to 'ha'.</p> <p>Pupils will learn the letter, its sound, its shape and vocabulary related to that letter</p>									<p>وحدة: الفصول الأربعة: سوف يتعرف الطالب على الفصول الأربعة و التغييرات البيئية. كما سوف يتعرف الطالب على الحروف من (خ-ز) صوتاً، لفظاً و كتابتها بالحركات (الفتحة، الكسرة، الضمة و السكون). كما سوف نتعرف على كلمات و صور تابعة لكل حرف. سوف نتعرف على الأشكال:4</p> <p>Topic: seasons. Pupils will learn the letters (kha-zayn) their sound, shape and vocabulary related to that letter. Pupils will learn about things around us and learn about the seasons and the differences between them</p>					
Islamic	<p>سورة الفاتحة. آداب و سلوكيات داخل الصف، التعرف على شجرة عائلة الرسول. التعرف على بر الوالدين، آداب الطعام و آداب الإستماع للقرآن الكريم</p> <p>Pupils will learn Surah Al Fatiha and about manners inside the classroom and manners for listening to the Quran</p>									<p>سورة الإخلاص. سوف يتعرف الطالب على دعاء المطر، دعاء الصباح، دخول و الخروج من الخلاء، آداب النوم و الإستيقاظ.</p> <p>Pupils will learn Surah Al Ikhlas</p>					

THEME: Many Faces different places	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Term Break	Week 7	Week 8	Week 9	Week 10	Week 11	Week 11
	Theme 1: Where we live							Theme 2: People Who help us					
Dates	4-7 Jan	10 - 14 Jan	17- 21 Jan	24-29 Jan	31 Jan - 5 feb	7-11 Feb			21-25 feb	28 Feb - 4 Mar	7-11 Mar	21-25 Mar	28-1 Apr
Literacy													
Books	Frankie, Alphonso and Natalie mud on the ceiling, Gingerbread man							Astro Girl, The train ride					
Skills/Objectives	<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •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. •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. 							<ul style="list-style-type: none"> •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. •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •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. 					
SMSC	Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience							Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience					
Phonics	Segmenting and blending words writing and reading simple captions start phase 3 sounds and tricky words							Phase 3 Week 1-3 twinkl planning writing captions and tricky words creating sentences.					
Maths													
White Rose topics	Addition and Subtraction - Numbers to 5, Numbers and Place Value - Numbers to 10							Addition - Adding to 10, Geometry - Shape and space					
Skills/Objectives	<ul style="list-style-type: none"> •Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting 							<ul style="list-style-type: none"> •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting 					
Book links	Bad Tempered Ladybird, The very Busy Spider, How do Dinosaurs Count to ten, Ten terrible Dinosa							Quack and Count, Animals on Board, The shape book Series					
SMSC	Ideas and aspirations; inner strength and resilience							Ideas and aspirations; inner strength and resilience					
U+W													

Link to PoR	Explore the different jobs featured in the book, such as teacher, construction worker, bus driver, fisherman/woman, shop owner, refuse collector, librarian, and also explore jobs that people do in your community and people that 'help us'. You may want to plan for some visits in which special guests come to speak to the children about their role in your community, or some trips to visit those that work in the community. EExplore different undersea animals and their features. Use and explore new language from the illustrations such as fins, flippers, scales, etc. Provide the children with plastic fish and sea creatures frozen in ice and ask the children to investigate how they will 'free' them from the ice. You could make or look at simple maps of the local area with the children and investigate some of the road names. Difference between night and day.		Suggest children design and make their own Vehicles. Use a roamer or remote controlled vehicles to explore moving and travelling with programmable toys. Talk about Journeys and things they see along the way. Look at London Landmarks. Look at different textures linked to bear hunt mud, stones and water. Create treasure maps for children and adults to follow.
Skills/Objectives	<ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing •Shows interest in different occupations and ways of life an understanding of growth, decay and changes over time. •Shows interest in different occupations and ways of life. 		<ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work.
SMSC	Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem		Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem
Book links	Under the sea information books, Transport information books, Hooray for Fish, London landmarks		
EAD			
Link to PoR	Creating Models using cardboards exploring different materials to stick them together. Mixing colours to create different colours. Selecting and using different materials to create different effects. Creating movements to music e.g. moving like animals. Listening to music and talking about. Use puppets re-create and create familiar stories.		Roleplay real life experiences, doctor, shopkeeper, builder, firefighter etc. Create models and use them in role play. Use mixmedia to create models selecting resources independently. Adding a story line to their play. Create own movements in response to music and sing familiar songs and make up own. •Provide story boxes filled with interesting items to spark children's storytelling ideas. •Offer additional resources reflecting interests such as tunics, cloaks and bags.
SMSC	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness		Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness
Skills/Objectives	<ul style="list-style-type: none"> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. 		<ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources
PSED			

Theme	Developing relationships with children and adults, learning to follow routines, selecting resources and using them independently. Learning to ask for help when needed. Developing resilience and taking on challenges. Learning to take turns and play simple games with rules.		solve simple problems independently, ask each other for help. Enjoys responsibility for small tasks. Talks about familiar situations with familiar children and adults. Initiating conversations, confident in unfamiliar situations. Follows a conversation and takes account of what others are saying. Takes account of others needs and wants, share resources with support. Take into account feelings and needs of others.
Skills/Objectives	<ul style="list-style-type: none"> •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. •Aware of the boundaries set, and of behavioural expectations in the setting. 		<ul style="list-style-type: none"> •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. •Aware of the boundaries set, •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.and of behavioural expectations in the setting.
Book links	Peace at last, Charlie and Lola books,		
SMSC	Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations, Reflection or		Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations, Reflection or
CL			
Link to PoR	Talking about stories, speaking using longer sentences of 3-4 words, using connectives. Responding with relevant comments. Talking about personal experiences. Learning to ask questions, and take turns in conversations. Talk about meaningful experiences. Use connectives when speaking. Understand and respond to simple instructions.		Enjoy listening to stories, repeated repetitive phrases. Responding with relevant comments to conversations, give opinions about what they have heard. Keep play going responding to other children's comments. Begin to initiate play, with children
Skills/Objectives	<ul style="list-style-type: none"> •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 		<ul style="list-style-type: none"> •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
SMSC	Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem		Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem
PD			
Link to PoR	Developing fine and gross motor skills through large and small activities, developing correct letter formation. Control and co-ordination in large and small movements. Independently use the toilet and wash hands. Looking after their belongings, able to wear own coat, eat a wide variety of foodstuffs, talk about what helps you develop a healthy lifestyle.		Develop large and small movements, further develop fine and gross motor skills, create lines and circles using large and small movements. Develop clockwise and anti-clockwise movements, retrace vertical lines to develop letter formation. Start to form recognisable letters. Uses tools and equipment safely. Knows what to do when feeling hot or cold. Able to use the bathroom and wash hands independently. Eats a wide range of foods and understands need for wide variety of foods.

Skills/Objectives	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence:Eats a healthy range of foodstuffs and understands need for variety in food. •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 nce and skill around, under, over and through balancing and climbing equipment. 		
SMSC	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving		Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving
Arabic	<p>وحدة الماء: التعرف على مفهوم الماء و خصائصها. كما سوف يتعرف الطالب على الحروف(س_ط) كتابتا ، لفظا و صوتا كما سوف يتعرف الطالب على صور و كلمات تابعة لكل حرف.</p> <p>Unit: Water: letters from r to dha. Pupils will learn the letter, its sound, its shape and vocabulary related to that letter. Pupils will learn the difference between (sin and shin)</p>		<p>وحدة: الغذاء التعرف على معنى كلمة الغذاء و الهرم الغذائي. و سوف يتعرف الطالب على الحروف من (ظ-ف) صوتا، شكلا، لفظا و كتابتا بالحركات. كما سوف يتعرف على كلمات و صور تابعة لكل حرف.</p>
Islamic	<p>Surah Alfalaq and Alnas. Manners wh</p> <p>سورة الناس، آداب العطاس، آداب النوم و الإستيقاظ. دعاء العطاس، دعاء المطر</p>		<p>Surah Alnas, ليلة القدر، عن شهر رمضان، التحدث عن الخروج من المنزل والتحدث عن شهر رمضان، ليلة القدر، التحدث عن شهر رمضان، ليلة القدر، التحدث عن شهر رمضان، ليلة القدر.</p> <p>Pupils will learn about Ramadan</p>

THEME: Get me there!	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Half Term	Week 6	Week 7	Week 8	Week 9	Week 10
Dates	19 - 22 Apr	25-29 Apr	Eid Week	9-13 May	16-20 May	23-27 May		6-10 Jun	13-17 Jun	20-24 Jun	27 Jun - 1 Jul	4- 8 Jul
Natural world	Theme 1:Animals							Theme 2: Plants				
Literacy												
Books	Owl Babies, Surprising Sharks,							Stanley's Stick, What the ladybird heard, Jack and the beanstalk.				
Skills/Objectives	<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •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. •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. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. 							<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •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. •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.Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible 				
SMSC	Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience							Sensitivity and responsiveness, Self-confidence and self-esteem, Reflection on experience				
Phonics	Phase 3 sounds, phase 3 tricky words, writing and reading captions, segmenting and blending w							Review phase 3 sounds introduce phase 4 sounds, review tricky words phase 2				
Maths												
White Rose topics	Geometry - Exploring Patterns, Addition and subtraction - Change, Place value - Numbers to 20							Number and Place Value - Numbers to 20, Multiplication and Division - Numerical Patterns, Measurement - Measure				

Skills/Objectives	<ul style="list-style-type: none"> •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. 	<ul style="list-style-type: none"> •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. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.Children use everyday language to weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. They solve problems, including doubling, halving and sharing.
Book links	Pattern Bugs, Mr Gumpy's Outing, The Shopping Basket, Mouse Count, Kippers Toybox,	This is the story of Alison Hubble, The doorbell rang, Bean Thirteen, Six Dinner S
SMSC	Ideas and aspirations; inner strength and resilience	Ideas and aspirations; inner strength and resilience
U+W		
Link to PoR	Talk about similarities and differences between people and animals, talk about what they can see in the environment around them. Talk about how things work. Look at animals such as minibeasts in their environment. Looking at animal homes. Using small world items to create simple habitats. Completing simple computer programmes.	Looking at different professions and role playing those experiences. Talks about what makes them different and unique. Talks about past and present events in their own lives and lives of family members. Differences between them and others and looking at different communities and traditions. Showing care and concern for the environment talk about features of their environment and differences between environments. talk about changes in plants and animals.
Skills/Objectives	<ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. Children know about similarities and relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<ul style="list-style-type: none"> •Shows care and concern for living things and the environment. •Enjoys joining in with family customs and routines. •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
SMSC	Seeking and striving; Reflection on experience; Sensitivity and responsiveness; Self-awareness, self-knowledge and self-esteem; Love and relationships	Seeking and striving; Reflection on experience; Sensitivity and responsiveness; Self-awareness, self-knowledge and self-esteem; Love and relationships

Book links	Elmer, Animal information books, Commotion in the ocean
EAD	
Link to PoR	<p>builds a repertoire of songs and dances, manipulate materials to achieve a planned effect. Builds and creates with a purpose in mind. Combine medias to create effects. Adds narratives to role play.</p> <ul style="list-style-type: none"> •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.
Skills/Objectives	<ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
SMSC	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness
PSED	
Theme	Can talk about own home and familiar environments, can ask for help when required. Starting to follow rules routines independently. Likes to talk new people and enjoys being in new situations. Take turns and share resources during choosing time and adult directed activities. Children can talk about what makes them happy and sad.

Micheal Recycle, Tree, Titch, Jack and the beanstalk, Books about gardening.
<p>Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, use simple tools and techniques competently. Selects tools and techniques to assemble and join materials. Children sing songs and dances and can adapt and change them. Plays alongside other children engaged in the same theme, adds narrative to play. Represent their own ideas through design technology, art, music, dance and role play.</p>
<p>builds a repertoire of songs and dances, manipulate materials to achieve a planned effect.</p> <ul style="list-style-type: none"> •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.
Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness
<p>Talk about what they need, want and what they like. Say what they are good at, have a go at new things and say what they do not like. Speak to each other and familiar adults about ideas and selects resources independently. Say when they need help. Talk about their feelings and understand consequences of behaviours. Follow rules and routines as a group.</p>

Skills/Objectives	<ul style="list-style-type: none"> •Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> •Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. Children are confident they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
SMSC	Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations, Reflection on experience	Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations
Book links	Gruffalo, My mum and dad make me laugh, books about feelings	Ruby's worry's
CL		
Link to PoR	<p>Express themselves effectively, showing awareness of listeners' needs Use past, present and future forms accurately when talking about events that have happened or are to happen in the future; Develop their own narratives and explanations by connecting ideas or events Follow instructions involving several ideas or actions. •Responds to simple instructions, e.g. to get or put away an object. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Express themselves effectively, showing awareness of listeners' needs Use past, present and future forms accurately when talking about events that have happened or are to happen in the future; Develop their own narratives and explanations by connecting ideas or events.</p>

Skills/Objectives	<ul style="list-style-type: none"> •Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion. 		<p>Express themselves effectively, showing awareness of listeners' needs</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future;</p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>Follow instructions involving several ideas or actions. •Responds to simple instructions, e.g. to get or put away an object.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
SMSC	Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem		Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem
PD			
Link to PoR	Holds pencil correctly forming letters in anticlockwise directions. Able to trace and retrace vertical lines. Confidently move in different ways. Stand on one leg and hop and skip in time to music. Being able to talk about healthy choices in relations to food and exercise. Talk about what they need to do when they are hot or cold. Has awareness of safety when using large and small equipment such as scissors and the climbing frame. Understands simple hygiene methods e.g. washing hands after using toilet and before cooking		Forming letter correctly, good control and co-ordination in fine and gross motor skills. Is able to use safety measures when moving large equipment such as wooden blocks. Talks about why we use hygiene methods such as washing hands after using the toilet and washing hands before cooking. Able to use and control bats and balls, and control football and small ball when it is rolling along the ground.
Skills/Objectives	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence •Eats a healthy range of foodstuffs and understands need for variety in food. •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 pace and skill around, under, over and through balancing and climbing equipment. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 		<ul style="list-style-type: none"> •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. Experiments 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 or changing direction to avoid obstacles. •Travels with confidence •Eats a healthy range of foodstuffs and understands need for variety in food. <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
SMSC	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving		Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving

<p>Arabic</p>	<p>وحدة:الغذاء(3 أسابيع) و وحدة الجسم(3 أسابيع). سوف يتعرف الطالب على الحروف (ق-م)صوتا، لفظا و كتابتا بالشكل الصحيح ومع الحركات. كما سوف يتعرف على صور و كلمات تابعة لكل حرف Topic: Food/Human Body and its importance. Pupils will learn letters: (Kaf to M). Pupils will learn the letter, its sound, its shape and vocabulary related to the letter. Pupils will be reading stories which encourage them to talk to each other. Pupils will be learning about the human body and its importance.</p>		<p>وحدة:الجسم التعرف على معنى الجسم و التعرف على الأطراف السفلية و العلوية. كما سوف يتعرف الطالب على الحروف (ن-ي) صوتا، لفظا ، كتابتا مع الحركات كما سوف يتعرف الطالب على كلمات و صور تابعة لكل حرف. Topic: Human Body. Pupils will learn the letters (n, h, o, e). Learning about the five senses and the body part that corresponds with these senses</p>
<p>Islamic</p>	<p>آية الكرسي . آداب الحياء من الله (إن الله يرانا و يسمعنا و مطلع علينا). التعرف على الصيام و فوائده التعرف على بعض الاطعمة التي ذكرت في القران الكريم، التعرف على عيد الفطر Pupils to learn Surah Alkursi. The concept of being seen and heard by Allah.pupils will know the concept to Eid al fitr</p>		<p>آية الكرسي ومراجعة جميع السور التي تعلمناها خلال السنة الدراسية.التعرف على آداب استخدام الحواس الخمسة . Surah Alkursi, and review all surahs learned throughout the year</p>