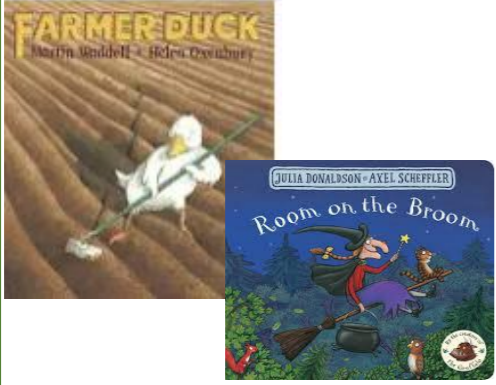

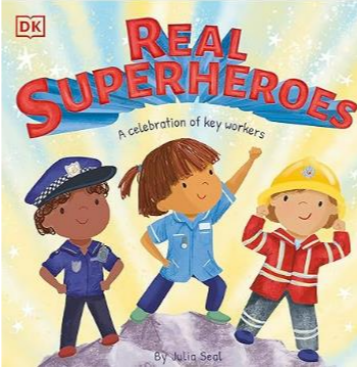
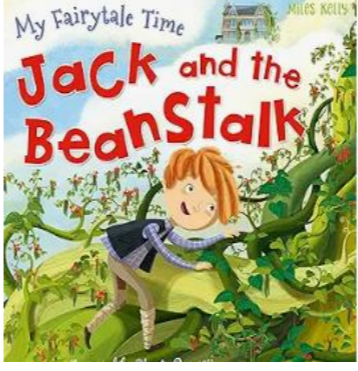
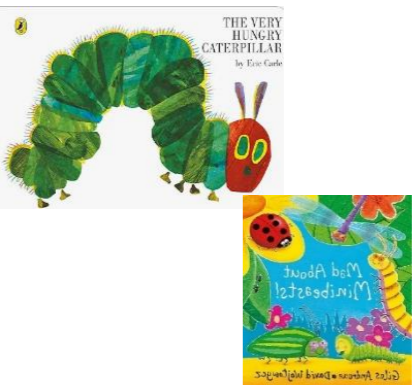
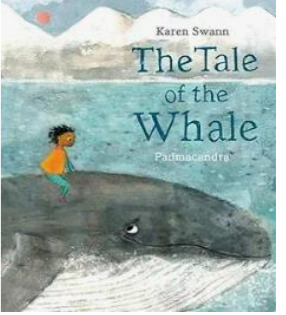




Laithe's Hub Map Cycles of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver	 <p>Farmer Duck Room on the Broom</p>	 <p>Stick Man</p>	 <p>Real Superheroes</p>	 <p>Jack and the Beanstalk</p>	 <p>The Very Hungry Caterpillar/ Mad about Mini Beasts (Poetry)</p>	 <p>The Tale of the Whale</p>
8 key words for vocabulary	Farmer, lazy, weepy, creaked, wriggled, wearily, eagerly, clambered, wagged, shriek, fluttered, clutched, squelched.	Family, twirl, floating, weave, deserted, frolicking, knight, boomerang, beware, stuck, scrape, flurry, chuckle, shove, nudge, thump, 'thanks a million', lonely, clattering, tumbling.	Shiny, help, strength, sidekick, rescued, exist, heroes, flashy, superheroes, swishy, tricky, recycling, planet, patrol, frail, hospital.	Poor, market, money, swap, beans, magic, furious, tricked, amazement, huge, beanstalk, quickly, adventure, magnificent, giantess, shake, husband, Giant, 'fi fi fo fum I smell the blood of an Englishman', pleased, golden, snatched, crept, harp, master.	Pop, tiny, hungry, pickle, Swiss cheese, caterpillar, cocoon, nibbled, butterfly, beautiful.	Sea, whale, scrambled, drift, rocking horse, ocean, turtles, waltzed, crew, treasure, shrugged, mountains, valleys, crashed, surface. Splutter, rumble, whoosh, ice-capped, fishing, distress, saddened, promise.
Linked texts	Old Macdonald had a Farm, Funny Bones, Does the Cow Say Boo? That's not fair! Little Red hen.	My Funny Family, The Gruffalo, So Much! Leaf Man, The Large Family	Zog, What the Ladybird Heard, Super Tato, Zog and the Flying Doctors, A Superhero Like You.	Jasper's beanstalk, How Things Grow (non-fiction), Oliver's Vegetables, Love Grows Everywhere, The Girl Who Planted Trees.	Monkey Puzzle, Munga Monkey Goes to School, Mad About Bugs (non-fiction), Handa's Surprise, Eat Your Greens Goldilocks.	Snail on a Whale, Why plastic is a problem (non-fiction), George saves the world by lunchtime, Peppa Pig Recycling Fun, Big Earth, Little Me.
Personal, Social and Emotional Development	<p><b>Circle times about Classroom Norms</b> - Children to be taught about the expectations of the classroom. Children to be taught to accept the needs of others, take turns, share resources and tolerate delay.</p> <p><b>Exploring provision and how to use resources</b> - Children to be taught how to select and use activities. Children to be taught to initiate play and how to offer cues for other children to join in. Children to be taught how to demonstrate friendly behaviour, initiate conversations and form good relationships.</p> <p>Children to become more confident to talk to other children and adults Children to use now and next boards to understand their routine and expectations.</p> <p><b>Teeth Brushing</b> - Children to be taught about the importance of teeth brushing. Children to be taught how to manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>Incredible Me- PHSCE</b></p> <p>Children to become more confident to talk to other children and adults. Children to enjoy the responsibility of carrying out a small task.</p> <p>Children will be learning to be more confident when taken out in the local community and exploring new places with familiar adults.</p>	<p><b>Incredible Me- PHSCE</b></p> <p>Children to be taught to welcome and value praise. Children to grow in confidence when speaking to others about own needs, wants, interests and opinions. Children to be taught that they are a valuable individual and that their opinions matter.</p> <p><b>Celebrating Difference</b> - Children to be taught to express feelings and consider the feelings of others. Children to be taught to that they have similarities and differences to others and that everyone is a valuable member.</p>	<p><b>Incredible Me- PHSCE</b></p> <p><b>Growing-</b> children to look after and care for their own plants, talking about changes they observe and what plants need.</p>	<p><b>Incredible Me- PHSCE</b></p> <p><b>Healthy Eating</b> - Children to be taught about the importance of Healthy eating and the effect that different food has on the body.</p> <p><b>Butterflies</b> - children to nurture a caterpillar to grow in to a butterfly. Children to observe and record changes during each stage of the butterfly cycle.</p>	<p><b>Incredible Me- PHSCE</b></p> <p><b>Keeping Healthy</b> - Children to be taught about other things that keep us healthy other than diet and exercise. Children to be taught the importance of sensible amounts of screen time and having a good sleep routine.</p>
Communication & Language	<p><b>Colourful Semantics-</b> children to identify who when looking at pictures and characters.</p> <p><b>Attention Autism- stage 1</b> Children will be learning to focus their attention in a small group.</p> <p><b>Vocabulary Challenge</b> - Children to use symbols to communicate throughout the day.</p> <p>Children to use peps to communicate their needs.</p> <p>Children to use a single word, sign or symbol to name an object.</p> <p>Children to communicate likes or dislikes using words, signs, or symbols</p>	<p><b>Baking</b> - Children to be taught to use new vocabulary in a variety of contexts. Children to be taught how to use talk to help work out problems, organise thinking and explain how things work and why things happen.</p> <p><b>Colourful Semantics-</b> children to identify who and what doing when looking at pictures and characters.</p> <p><b>Attention Autism-</b> stage 1 &amp; 2 Children will be learning to focus their attention for longer. They will learn to shift and sustain attention, and show emerging skills in attention.</p>	<p><b>Stories</b> - Children to be taught how to ask questions to find out more and to check they understand what has been said to them using symbols.</p> <p><b>Colourful Semantics-</b> children to identify who, what doing, what, when looking at pictures and characters</p> <p><b>Attention Autism-</b> stage 1 and 2, introduce stage 3. Children will be learning to take turns in small groups, participate in small group activities and shifting their attention.</p> <p><b>Poetry Basket-</b> children to be taught new poems and use vocabulary taught within the setting.</p>	<p><b>Story Sequencing</b> - Children to be taught how to sequence the story, once they have developed a deep familiarity with the text. Beginning and end.</p> <p><b>Stories</b> -Children to be taught how to describe events of the story using symbols.</p> <p><b>Colourful Semantics-</b> children to identify who, what doing, what, where, when looking at pictures and characters.</p> <p><b>Poetry Basket-</b> children to be taught new poems and use vocabulary taught within the setting.</p> <p><b>Attention Autism-</b> 1, 2 &amp; 3 introduce stage 4.</p>	<p><b>Fruit tasting</b> -Children to be taught to participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children to be taught to express their ideas and feelings about their experiences.</p> <p><b>Stories</b> - Children to be taught how to make comments about what they heard and answer questions to clarify their understanding using symbols.</p> <p><b>Talk through the day</b> - Children to be taught to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers, through using eye-contact, signs and symbols.</p>	<p><b>Stories</b> - Children to be taught how to make comments about what they heard and ask questions to clarify their understanding using words, signs or symbols.</p> <p><b>Poetry basket</b> - Children to be taught to use the vocabulary acquired in poetry time in discussions with their teacher and peers.</p> <p><b>Talk through the day</b> - Children to be taught to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers,</p>

	<p>Children to use now and next boards to understand their routine and expectations.</p> <p><b>Social Skills- Social Skills-</b></p> <p>Explore various communication methods tailored to individual needs.</p> <p>Introduce basic turn-taking concepts through activities like sharing items or taking turns in simple games.</p> <p>Group Activities and Board Games:</p> <p>Engage in structured group activities to encourage working together.</p> <p>Introduce board games that involve turn-taking and collaboration.</p> <p>Building Social Bonds in Pairs:</p>	<p><b>Vocabulary Challenge</b> – Children to combine two, words signs or symbols to communicate throughout the day.</p> <p><b>Social Skills -</b></p> <p>Foster social connections by encouraging activities in pairs.</p> <p>Promote turn-taking in pair-based tasks and games.</p> <p>Introduction to Basic Group Work:</p> <p>Initiate small group projects to encourage collaboration.</p> <p>Emphasize the importance of taking turns and contributing within the group setting. Progress to more complex group activities requiring enhanced turn-taking.</p> <p>Incorporate board games that involve strategic turn-taking and working together.</p>	<p><b>Vocabulary Challenge</b> – children to communicate with a vocabulary of up to 30 words, signs or symbols.</p> <p><b>Social Skills -</b></p> <p>Implement team-building exercises in both pairs and larger groups.</p> <p>Emphasize effective communication within the team setting.</p> <p>Engage in board games that require collaborative problem-solving. Reinforce turn-taking etiquette during gameplay.</p>	<p>Children will be learning to shift and re-engage their attention. Learning to watch and remember a task, shift their attention from watching to doing an activity, completing a task independently, and reengaging their attention in a group activity.</p> <p><b>Vocabulary Challenge</b> – children to communicate with a vocabulary of up to 50 words, signs or symbols.</p> <p><b>Social Skills -</b></p> <p>Group Activities and Board Games</p> <p>Engage in structured group activities to encourage working together.</p> <p>Implement team-building exercises in both pairs and larger groups.</p> <p>Emphasize effective communication within the team setting.</p>	<p><b>Sensory Stories</b> – Children to be taught to participate in small groups, offering their own ideas and using recently introduced vocabulary. Joining in with familiar phrases- using words or talking tins.</p> <p><b>Colourful Semantics-</b> children to identify who, what doing, what, where, when, when looking at pictures and characters</p> <p><b>Poetry Basket-</b> children to be taught new poems and use vocabulary taught within the setting.</p> <p><b>Vocabulary Challenge</b> – children to use two-word combinations to create an adjective-noun (subject) sentence structure, e.g. 'big Daddy', 'red book', etc.</p> <p><b>Social Skills -</b></p> <p>Introduce board games that involve turn-taking and collaboration.</p> <p>Building Social Bonds in Pairs:</p> <p>Foster social connections by encouraging activities in pairs.</p> <p>Promote turn-taking in pair-based tasks and games.</p> <p>Initiate small group projects to encourage collaboration.</p> <p>Emphasize the importance of taking turns and contributing within the group setting.</p>	<p>through using eye-contact, signs and symbols.</p> <p><b>Sensory Stories</b> – Children to be taught to participate in small groups, offering their own ideas and using recently introduced vocabulary. Joining in with familiar phrases- using words or talking tins.</p> <p><b>Vocabulary Challenge</b> – children to use two- and three-word combinations when communicating with members of staff</p> <p><b>Social Skills -</b></p> <p>Reinforce the importance of sportsmanship and effective group dynamics.</p> <p>Emphasize the role of turn-taking in achieving shared goals.</p> <p>Provide opportunities for real-world application of social skills in community-based projects.</p> <p>Encourage children to apply learned communication strategies in practical settings.</p> <p>Celebrate individual and group achievements in social interaction and communication.</p>
<p>Physical Development</p>	<p><b>Gross Motor skill activities (Moving in different ways)</b> – Children to be taught to move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><b>Ball Skills</b> – Children to be taught to catch a large ball.</p> <p><b>Fine Motor</b> – Children will begin to show preference for a dominant hand. Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p><b>Gross Motor skill activities (Navigating space effectively)</b> – Children to be taught to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p><b>Ball Skills</b> – Children to be taught further ball skills, throwing, catching, kicking and passing the ball, aiming, dribbling, pushing and patting.</p> <p><b>Scissor/Cutting skills-</b> Children to be taught to use one-handed tools and equipment, e.g. making snips in paper with scissors.</p> <p><b>Getting Dressed</b> – Children should be taught to dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>Dough Disco</b> – Children to be taught to hold pencil between thumb and two fingers, no longer using whole- hand gasp.</p>	<p><b>Gross Motor skill activities (Balancing)</b> – Children to develop their overall body strength, co-ordination, balance and agility. Children to be taught how to travel with confidence and skill around, under, over and through balancing climbing equipment.</p> <p><b>Ball skills</b> – Children to be taught further ball skills and develop confidence, competence, precision and accuracy when throwing, catching, kicking, passing, batting and aiming.</p> <p><b>Pencil Grip</b> – children to how to use a pincer grip to mark make.</p> <p><b>Dough Disco</b> – Children to be taught to holds pencil near point between first two fingers and thumb.</p>	<p><b>Gross Motor skill activities (Combining movements)</b> – Children to be taught to combine movements with ease and fluence.</p> <p><b>Ball skills</b> – Children to be taught further ball skills and develop confidence, competence, precision and accuracy when throwing, catching, kicking, passing, batting and aiming.</p> <p><b>Painting beanstalks</b> – Children to be taught how to effectively use a paintbrush.</p> <p><b>Dough Disco</b> – Children to be taught to holds pencil near point between first two fingers and thumb and uses it with good control</p>	<p><b>Gross Motor skill activities (safety)</b> – Children to be taught the importance of considering the safety of themselves and others. Children to develop the skill of negotiating space and obstacles safely. Gymnastics / Balance</p> <p><b>Cutting Fruit</b> – Children to be taught how to effectively use knives, forks and spoons.</p> <p><b>Pencil Control</b> – Children to be taught how to start using a tripod grip when holding a pen or pencil.</p>	<p><b>Gross Motor skill activities (safety)</b> – Children to be taught the importance of considering the safety of themselves and others. Children to develop the skill of negotiating space and obstacles safely.</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p><b>Pencil Control</b> – Children to be taught how to start using a tripod grip when I holding a pen or pencil.</p>

Literacy	<p><b>Daily Phonics</b> PKSS- Children to sit in small groups for a story, Share a book for 5 minutes (sitting and listening), show anticipation by turning and touching the pages, repeat familiar books and join in with familiar phrases, join in actions.</p> <p><b>Daily handwriting sessions/interventions</b> RWI Handwriting Programme – Children to form letters using the RWI formation rhymes. Children to be taught to use a tripod pencil grip.</p> <p><b>Colourful Semantics</b> Children to recognise who, characters from the story, farm animals.</p>	<p><b>Daily Phonics</b> RWI – Set 1 A Track bottom 20% (daily 1:1 interventions/ Pinny time, speedy minutes etc.)</p> <p>Children to write some letters correctly.</p> <p>Children to begin to write their name</p> <p><b>Daily handwriting sessions/interventions</b> RWI Handwriting Programme – Children to form letters using the RWI formation rhymes. Children to begin to use a tripod pencil grip.</p> <p><b>Colourful Semantics</b> Children to recognise who, what doing characters and actions from the Stick man story, family pictures.</p> <p><b>Stories</b> Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Daily Phonics</b> RWI – Set 1 C Track bottom 20% (daily 1:1 interventions/ Pinny time, speedy minutes etc.)</p> <p>Children to write some letters correctly.</p> <p>Children to write their name. Children to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Daily handwriting sessions/interventions</b> RWI Handwriting Programme – Children to form letters using the RWI formation rhymes. Children to have a tripod pencil grip.</p> <p><b>Colourful Semantics</b> Children to recognise who, what doing, what, pictures from the story, people who help us pictures.</p> <p><b>Stories</b> Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Daily Phonics</b> RWI – Ditty Track bottom 20% (daily 1:1 interventions/ Pinny time, speedy minutes etc.)</p> <p><b>Daily literacy sessions</b> Children to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children to begin to form lower-case and capital letters correctly.</p> <p><b>Daily handwriting sessions/interventions</b> RWI Handwriting Programme – Children to form letters using the RWI formation rhymes. Children to have a tripod pencil grip.</p> <p><b>Colourful Semantics</b> Children to recognise who, what doing, what, where, to describe what is happening in the story, pictures form the story. .</p> <p><b>Stories</b> Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Daily Phonics</b> RWI – Red Track bottom 20% (daily 1:1 interventions/ Pinny time, speedy minutes etc.)</p> <p><b>Daily literacy sessions</b> Children to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Daily handwriting sessions/interventions</b> RWI Handwriting Programme – Children to form letters using the RWI formation rhymes. Children to have a tripod pencil grip.</p> <p><b>Colourful Semantics</b> Children to recognise who, what doing, what, where, to describe what is happening in the story, pictures form the story.</p> <p><b>Stories</b> Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Daily Phonics</b> RWI – Green/Purple Track bottom 20% (daily 1:1 interventions/ Pinny time, speedy minutes etc.)</p> <p>Children to be taught to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children to form lower-case and capital letters correctly.</p> <p><b>Daily handwriting sessions/interventions</b> RWI Handwriting Programme – Children to form letters using the RWI formation rhymes. Children to have a tripod pencil grip.</p> <p>Story writing – Pupils to be taught how to write simple sentences which can be read by themselves and others.</p> <p><b>Colourful Semantics</b> Children to recognise who, what doing, what, where, when to describe what is happening in the story/ pictures form the story.</p> <p><b>Stories</b> Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
Maths – Orange Group	<p><b>Getting to know you</b> – Children to be taught how to use positional and time language to talk about key times of the day, class routines and where things belong in provision (on top, behind, after, before etc.)</p>	<p><b>Match and sort/Compare amounts, compare size, mass, capacity</b> – Children to be taught comparative language (big, small, longer, shorter, the same etc.)</p> <p><b>Representing and identifying numbers 1,2,3</b> – Introducing 1 and 2</p> <p><b>Exploring pattern</b> – Children to be taught how to make patterns in colour and size, extending to make AB patterns.</p>	<p><b>Representing, comparing and the composition of numbers 3</b> – Introducing</p> <p><b>Subitising</b> –</p> <p><b>Representing, comparing and the composition of numbers 3</b> – Children to be taught to identify representations of 3 and to select the correct numeral to represent 3 objects. Children to be taught to represent numbers to 3 (mark making.)</p> <p><b>Shapes and Sorting</b> – Children to sort groups by colours, size. 3 sided shapes. Children to be taught the properties of a circle and triangle. Children to be taught to identify these shapes in the classroom and outside. Children to be taught how to find appropriate shapes for certain tasks.</p> <p><b>Representing, comparing and the composition of numbers 1,2,3</b> – Children to be taught to identify representations of 1,2,3 and either subitise or count to make their own collections of 1,2 and 3 objects. Children to be taught to count up to 3 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 1-3 objects. Children to be taught to represent numbers to 1-3 (mark making.)</p>	<p><b>Representing, comparing and the composition of numbers 1,2,3</b> – Children to be taught to identify representations of 1,2,3 and either subitise or count to make their own collections of 1,2 and 3 objects. Children to be taught to count up to 3 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 1-3 objects. Children to be taught to represent numbers to 1-3 (mark making.)</p> <p><b>Length and height</b> – Children to be taught to use language to describe tall and short. Children to compare height or length of various objects. Ext: Long</p> <p><b>Comparing mass</b> –Balance scales, what happens, lighter, or heavier</p> <p><b>Capacity</b>– Full, empty, nearly full, nearly empty Comparing containers, pouring one to other</p> <p><b>Consolidation</b> – Length, mass and capacity</p>	<p><b>Time</b> – Children to be taught to order key events and daily routines. Children to be taught the language to describe when events happen (day, night, morning, evening etc.)</p> <p><b>Sequencing</b> – Nursery rhyme, daily routine , Sequence story</p> <p><b>Position</b> – On, under, in and out, Infront, behind</p> <p><b>Comparing</b> – More than, fewer than, more and fewer than</p> <p><b>2D Shapes</b> – Circles, identify, begin to learn properties</p> <p><b>Triangles</b> – 3 sided shapes, position and size.</p> <p><b>Consolidation week</b> – Sequencing, position, more or fewer.</p>	<p><b>Composition</b> – Explore numbers that make three</p> <p><b>What comes after?</b> Number track, lines to identify what comes next. One more than. Recognise patterns in what comes next.</p> <p><b>What comes before?</b> Number track, lines to identify what comes before. Recognise patterns in what comes before.</p> <p><b>Shape pattern</b> – Triangle and circles. AB, ABB, ABBA Differences/sorting</p> <p><b>Consolidation</b> – Shape, patterns, more or fewer, what comes before or after.</p>
Maths-Green Group	<p><b>Getting to know you</b> – Children to be taught how to use positional and time language to talk about key times of the day, class routines and where things belong in provision (on top, behind, after, before etc.)</p> <p><b>Match and sort/Compare amounts, compare size, mass, capacity</b> – Children to be taught comparative language (big, small, longer, shorter, the same etc.)</p>	<p><b>Exploring pattern</b> – Children to be taught to create their own simple repeating patterns both vertically and horizontally. Children to be taught how to make meaningful patterns using shapes, pictures, colours, actions and sounds.</p> <p><b>Circles and Triangles</b> – Children to be taught the properties of a circle and triangle. Children to be taught to identify these shapes in the classroom</p>	<p><b>Representing numbers to 5</b> – Children to be taught to identify representations of objects to 5 and either subitise or count to make their own collections of objects to 5. Children to be taught to count up to 5 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 1-5 objects. Children to be taught to represent numbers to 1-5 (mark making.)</p>	<p><b>Composition of 4 and 5</b> – Recap <b>Combining 2 groups</b> – Children to be taught to combine 2 groups to find how many altogether. Children to be taught the vocabulary involved in adding. Children to be taught to use subitising as a tool for combining 2 groups.</p> <p><b>Comparing numbers to 5</b> – Children to be taught to compare quantities using the language 'more' and 'fewer.'</p>	<p><b>6,7 and 8</b> – Children to be taught to identify representations of objects to 8 and either subitise or count to make their own collections of objects to 8. Children to be taught to count up to 8 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 6,7 and 8 objects. Children to be taught to represent numbers 6,7 and 8 (mark making.) Children to be taught to arrange 6,7 and 8 objects into small groups</p>	<p><b>Doubling</b> – Children to be taught that double means 'twice as many.'</p> <p><b>Sharing and grouping</b> – Children to be taught to make equal groups (for example, 3 cookies on each plate.)</p> <p><b>Even and Odd</b> – Children to be taught that some quantities</p>

	<p><b>Representing, comparing and the composition of numbers 1,2,3</b> – Children to be taught to identify representations of 1,2,3 and either subitise or count to make their own collections of 1,2 and 3 objects. Children to be taught to count up to 3 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 1-3 objects. Children to be taught to represent numbers to 1-3 (mark making.)</p>	<p>and outside. Children to be taught how to find appropriate shapes for certain tasks.</p> <p><b>Positional language</b> – Children to be taught to use positional language to describe how items are positioned in relation to other items.</p> <p><b>One more/One Less</b> – Children to be taught the link between counting forwards and the one more pattern and counting backwards and the one less pattern.</p>	<p><b>Composition of 4 and 5</b> – Children to be taught that all numbers are made of smaller numbers. Children to be taught to subitise.</p> <p><b>Shapes with 4 sides</b> – Children to be taught the properties of a square and rectangle. Children to be taught to identify these shapes in the classroom and outside. Children to be taught how to find appropriate shapes for certain tasks.</p> <p><b>Time</b> – Children to be taught to order key events and daily routines. Children to be taught the language to describe when events happen (day, night, morning, evening etc.) Children to be taught to measure time in simple ways using timers for example.</p> <p><b>Comparing mass</b> – Children to be taught to use language to describe mass such as heavy and light. Children to be taught to estimate which feels the heaviest/lightest and use the balancing scales to check. Children to be taught to compare mass.</p> <p><b>Comparing capacity</b> – Children to be taught to use language to describe capacity such as full and empty. Children to be taught to compare capacity.</p>	<p><b>Making pairs</b> – Children to be taught that a pair is 2.</p> <p><b>Length and height</b> – Children to be taught to use language to describe length and height such as tall and short. Children to be taught to compare the length and height of objects and use this knowledge to arrange objects in order and into groups.</p> <p><b>Time</b> – Children to be taught to recognise that regular events happen on the same day, week etc and use the language ‘yesterday’, ‘today’ and ‘tomorrow.’ Children to be taught to recall routines and start to relate them to the time on the clock.</p> <p><b>3D shape</b> – Children to be taught the name of 3D shapes. Children to be taught the properties of 3D shapes. Children to be taught how to sort 3D shapes into groups dependent on properties (for example, shapes that roll and shapes that do not roll.)</p>	<p>so that they can how the numbers are made up of smaller numbers (I know that it is 8 because I can see 4 and 4 etc.)</p> <p><b>Pattern</b> – Children to be taught more complex patterns for example ABB, AAB, AABB, AABBB.</p> <p><b>Introducing zero</b> – Children to be taught some practical understand of ‘all gone’ ‘nothing left.’ Children to be taught to use this language in provision (there are zero children in the home corner etc.)</p> <p><b>Spatial reasoning</b> – Children to be taught to match, rotate and manipulate 2D shapes. Children to be taught to do select and rotate shapes to fill a given space.</p> <p><b>Adding more</b> – Children to be taught that the quantity of a group can be changed by adding more. Children to be taught to at first count them all, and then to count on from a specific number (E.g 1,2,3,4...5,6,7, then counting on 4...5,6,7.)</p> <p><b>One more/One Less</b> – Children to be taught the link between counting forwards and the one more pattern and counting backwards and the one less pattern.</p> <p><b>Taking away</b> – Children to be taught that the quantity of a group can be changed by taking items away. Children to be taught to count out all of the items to start, take away the required amount practically, subitise or recount to see how many are left.</p> <p><b>Spatial reasoning</b> – Children to be taught that different shapes fit together and can be broken down into smaller shapes (just like numbers.)</p>	<p>will be shared equally into 2 groups and some won't.</p> <p>Children to be taught to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Spatial reasoning</b> – Children to be taught that places and models can be replicated.</p> <p><b>Spatial reasoning</b> – Children to be taught that we can make maps and plans represent places and use these to see where things are in relation to others.</p> <p>number comes before or after a given number.</p> <p><b>9 and 10</b> – Children to be taught to identify representations of 9 and 10 objects and either subitise or count to make their own collections of 9 and 10 objects. Children to be taught to count up to 10 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 9 and 10 objects. Children to be taught to represent numbers 9 and 10 (mark making.) Children to be taught to arrange 9 and 10 objects into small groups so that they can how the numbers are made up of smaller numbers (I know that I have 10 because I can see 5 and 5.)</p>
<p>Maths – Purple Group</p>	<p><b>Getting to know you</b> – Children to be taught how to use positional and time language to talk about key times of the day, class routines and where things belong in provision (on top, behind, after, before etc.)</p>	<p><b>Week 1 – 5 Number – Place Value (within 10)</b> Sort objects and Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more / 1 less Compare groups by matching Fewer, more, same to Compare numbers Order objects and numbers The number line</p> <p><b>Week 6 Geometry – Shape</b> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p><b>Number – Addition and subtraction (within 10)</b> Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact family – the eight facts Subtraction – take away/cross out (How many left?) Subtraction – take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 <b>One more/One Less</b> – Children to be taught the link between counting forwards and the one more pattern and counting backwards and the one less pattern. <b>Number – Place Value (within 20)</b> <b>Number – Addition and subtraction (within 20)</b></p>	<p><b>Number – Place Value (within 50)</b> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less <b>Measurement – Length and height</b> Compare lengths and heights Measure length using objects Measure length in centimetres <b>Measurement – Mass and volume</b> Heavier and lighter Measure mass Compare mass Full and empty compare volume Measure capacity Compare capacity</p>	<p><b>Number – Multiplication and division</b> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing <b>Number – Fractions</b> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity <b>Week 6 Geometry – Position and Direction</b> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers</p>	<p><b>Number – Place Value (within 50)</b> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 1 more, 1 less <b>Measurement – Length and height</b> Compare lengths and heights Measure length using objects Measure length in centimetres <b>Measurement – Mass and volume</b> Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>

<p>Understanding the World</p>	<p><b>Baking</b> – Children to develop their independence to make a sandwich. Children to talk about their likes and dislikes.</p> <p><b>Outdoor Learning</b> – Children to be taught how to describe what they see, hear and feel whilst outside. Children to understand the effect of changing seasons on the natural world around them. Scavenger hunt, collecting sticks to make wands/broomsticks, natural pictures.</p> <p><b>Life skills</b>- children to develop their independence and personal hygiene, washing hands, getting dressed, brushing teeth.</p>	<p><b>Family, the world around us, what makes us special or unique</b> – Children to be taught to talk about members of their immediate family and community. Children to name and describe people who are familiar to them. Children to understand that some places are special to members of their community.</p> <p><b>Fruit/Vegetable Tasting</b> – Children to be taught to talk about some of the things they have observed such as plants, animals, natural and found objects. Children to explore the natural world around them.</p> <p><b>Around the world</b>- Children to recognise some similarities and differences between life in this county and life in other countries.</p> <p><b>R.E – Christmas story (Hinduism, Sikhism, Buddhism)</b> – Children to recognise that people have different believes and celebrate special times in different ways.</p> <p><b>Outdoor Learning (Stick Man)</b> – Children to be taught how to describe what they see, hear and feel whilst outside. Children to understand the effect of changing seasons on the natural world around them.</p>	<p><b>People who help us</b>- Children to be taught about different occupations and ways of life.</p> <p><b>Different occupations</b> – Children to be taught about the lives of the people around them and their roles in society.</p> <p><b>Chinese New Year- food tasting</b>- Children to be taught about personal hygiene. Children to be taught about making healthy choices.</p> <p><b>R.E New Year/ Chinese New Year (Buddhism)</b> – Children to recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Outdoor Learning (Bird Feeders)</b> – Children to be taught to look closely at similarities, differences, patterns and change.</p> <p><b>Cars- down a ramp (pushing and pulling)</b> – Children to be taught to talk about some of the things they have observed such as plants, animals, natural and found objects. Children to explore the natural world around them.</p>	<p><b>Similarities and differences (Barnsley in the past)</b> – Children to be taught how Barnsley has changed over time. Children to make comments on images of familiar places in the past and compare them to what they look like now.</p> <p><b>R.E Easter</b> – Children to recognise that people have different believes and celebrate special times in different ways.</p> <p><b>Outdoor Learning (Planting)</b> – Children to understand some important processes and changes in the natural world.</p>	<p><b>Lifecycles of a Butterfly (Butterfly net)</b> – Children to be taught to make observations and explain why some things occur, and talk about changes.</p> <p><b>Outdoor Learning (Bug House)</b> – Children to be taught to look closely at similarities, differences, patterns and change.</p> <p><b>Making smoothies</b>- Children to be taught to talk about why things happen and how things work.</p>	<p><b>Homes &amp; Habitats</b> – Children to be taught about similarities and differences in relation to places and living things. Children to be taught about features of their own immediate environments and how they might vary from one another.</p> <p><b>Family in the past</b> – Children to be taught about special events that have happened in their family, weddings, christening etc.</p> <p><b>Outdoor Learning (Maps)</b> – Children to be taught to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Recycling, re-using and up cycling</b> – Children to be taught how to care for the environment.</p>
<p>Expressive Art &amp; Design</p>	<p><b>Junk modelling</b> – To make a tractor using the ‘flange’ attachment for the wheels. Children to be taught to develop their own ideas and then decide which materials to use to express them. Children to know how to stick two items together. Children to know how to make snips in paper.</p> <p><b>Singing familiar songs and rhymes</b> – Children to be taught to sing familiar songs, begin to move rhythmically, singing in a group or on their own.</p> <p><b>Circle games</b> – Children to be taught to join in with dancing and ring games and imitate movement in response to music.</p> <p><b>Music</b> – Children to be taught to listen and move to the sound of music. Children to be taught how to express their feelings and responses. Children to be taught how to tap out a simple repeated pattern.</p> <p><b>Outdoor learning (leaf pictures)</b>- children to create simple representations of farm animals using natural resources collected on their nature walk. Children to be taught to describe the texture of different materials.</p>	<p><b>Colour mixing</b> – Children to be taught to explore colour and how colour can be changed.</p> <p><b>Re-enacting Stories</b> – Children to be taught to engage in imaginative role-play and introduce a storyline into their play (small world).</p> <p><b>Music</b> – Children to be taught to talk about dance and performance art. Children to be taught how to express feelings and responses.</p> <p><b>Clay/Playdough</b> – Children to be taught to select and use a variety of resources to represent them. Children to work collaboratively and share ideas, resources and skills.</p> <p><b>Outdoor Learning (Stick man)</b> – Children to be taught how to select resources for a purpose. Children to listen to the ideas of others and share resources and skills.</p>	<p><b>Junk modelling</b> – To make an emergency vehicle or building, e.g hospital, fire station. Children to be taught how to explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to know how to work collaboratively and share ideas. Using split pins to attach wheels. Children to know how to make a moving part on their models using split pins.</p> <p><b>Mark making</b>- children to draw fire engines people who help us. Children to know how to use a treasury tag to attach two items together.</p> <p><b>Portraits (What do I look like? Using different media)</b> – Children to be taught to explore, use and refine a variety of effects to express their ideas and feelings. Children to be taught how to share ideas, resources and skills. Pupils to be taught to create simple representations of people</p> <p><b>Music</b> – Children to be taught and explore how sounds can be changed. Children to play pitch-matching games, humming or singing. Children to become more attentive at listening to music and talk about how it makes them feel and the responses it gives them.</p> <p><b>Outdoor Learning (Bird feeders)</b> – Children to be taught to attach different materials together to create a bird feeder. Children to explore and describe the textures of materials used.</p>	<p><b>Small world (Jack in the Beanstalk)</b>-Children to be taught to build stories around toys. Children to be taught to use available resources to create props to support role-play.</p> <p><b>Music</b> – Children to sing in a group increasingly matching the pitch and following the melody. Playing instruments.</p> <p><b>Outdoor Learning (growing)</b> Children to be taught to plant and care for their own plants, vegetables and animals.</p>	<p><b>Construction kits</b> -Children to be taught how to discuss their creations. Children to talk about what went well and what they would do differently next time. Children to know how to discuss why they made certain decisions when construction.</p> <p><b>Music</b> – Musician to perform for the children. Children to talk about what they have heard.</p> <p><b>Outdoor Learning (Bug House, walks in the community)</b> – Children to be taught to construct pieces together to build and balance.</p>	<p><b>Junk modelling</b> – children to collect rubbish on a walk in the local community, recycle the junk to make their own pictures/ sculptures of sea creatures/ scenes.</p> <p><b>Music (Performance for parents)</b> – Children to sing a range of well-known nursery rhymes and songs. Children to sing in a group increasingly matching the pitch and following the melody. Children to play instruments to music.</p> <p><b>Outdoor Learning (Den making)</b> Children to be taught to design a den before they make one using the outdoor materials. Children to select appropriate materials and think about the weather.</p>
<p>PE</p>	<p>Cooperation games e.g., parachute games. Different ways of moving to be explored with children</p> <p>Changing for PE.</p>	<p>Throwing &amp; catching skills: Using small scale equipment e.g. balls /bats Travelling and moving</p>	<p>Real PE unit 1 Personal focus Work on tasks individually Follow instructions safely Co-ordination and footwork Static one leg balance Gymnastics:</p>	<p>Exploring apparatus Jumping and landing Balancing. Learning how to be safe on apparatus, complete circuits and give others space.</p> <p>Real PE unit 2 Social focus I can work sensibly with others, sharing and taking turns. Dynamic balance to agility jumping and landing.</p>	<p>Real PE Unit 3 Cognitive focus Name things which they are good at Understand how to follow instructions with simple rules</p>	<p>Outdoor Games: Running, jumping and throwing skills Games – in teams/ racing Travelling and moving climbing</p> <p>Sports day practice.</p>
<p>Life Skills</p>	<p><b>Developing Independence Skills</b> – Children will be learning the importance of personal hygiene</p>	<p><b>People who are special to us</b>- children be learning who are special to them and</p>	<p><b>People Who Help us</b>- children will be learning to identify people who help us,</p>	<p><b>Road Safety</b>- children will be learning to understand the concepts of road safety, how</p>	<p><b>Keeping Healthy</b>- children will be learning about healthy foods and why they are</p>	<p><b>Recycling</b>- children will be learning about why it is</p>

	<p>and self-care routines, washing hands, brushing teeth, dressing and undressing, mealtime etiquette and bonfire night safety.</p> <p><b>Out in the community-</b> Children to visit a local farm to see the animals and explore the environment.</p>	<p>who keep them safe. Recognising feelings and showing empathy to others, how to communicate their wants and needs, taking turns and sharing, how to help others, tidying up. Children will begin to learn about personal space, who trusted people are and how to show gratitude.</p> <p><b>Local Walk-</b> children to walk to the local park.</p>	<p>exploring different roles and how to identify and respond to an emergency. Children will have a visit from the Fire Service.</p> <p><b>Local walk-</b> children to walk to the local library, explore the books and listen to a story.</p>	<p>to identify a walk way and simple road signs. How to cross the road safely using stop, look and listen, traffic lights and holding hands. Identifying safe places to cross the road, zebra crossing, pedestrian crossing and green man.</p> <p><b>Local walk-</b> children to go on walks in the local community to practice their road safety skills. Looking for safe places to cross the road and practising walking sensibly.</p> <p><b>Out in the community-</b> children to visit the farm weekly to learn about growing. Planting and caring for their own vegetable patch and chicken.</p>	<p>important, how to peel, chop and prepare fruit and vegetables safely and how to create a healthy snack e.g., smoothies, vegetable wrap. They will show likes and dislikes and discuss textures, smells and taste using their 5 senses.</p> <p><b>Out in the community-</b> children to visit the farm weekly to learn about minibeasts and to build a bug house.</p> <p><b>Local Walk-</b> children to walk to the local supermarket to but their own fruit to make their healthy snack.</p>	<p>important to recycle and the effects recycling has on the world.</p> <p><b>Local Walk-</b> children to complete litter picks in the local area.</p>
Parent/Carers	<p>Open day stay and play Christmas Performance Invite parents for Christmas activities</p>		<p>Easter crafts afternoon</p>		<p>Invite Parents to the farm.  Sports Day.</p>	
Cultural Capital	<p>Visit to the farm Visit from the dentist Making sandwiches Fruit/vegetables tasting</p>	<p>Walks in the community Baking Visit to the church</p>	<p>Visit to the Library Walks in the community Fire Engine Visit</p>	<p>Growing Crossing the road safely Visit forest school- growing</p>	<p>Butterflies Baking Visit forest school- minibeasts Making fruit smoothies and vegetables</p>	<p>Walks in the community Visit forest school- den building Trip to the seaside</p>