

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

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

I can listen to stories and understand what is happening (with the help of pictures)	vocabulary	I can follow one-step instructions						I can hold scissors correctly and make snips in paper
I know how to listen carefully and why it is important		I know how people show emotions						

Literacy			Mathematics		Understanding the World			Expressive Arts & Design	
Comprehension	Word Reading	Writing	Number & Numerical Patterns	Shape, Space & Measures	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive
<p>Components: Individual reading - talk about the pictures, what is happening?</p> <p>Retelling focus texts using the pictures</p> <p>Acting out key texts in class/group sessions</p> <p>Lolly stick puppets of character in key texts</p> <p>2x weekly guided reading sessions per week</p> <p>End Points: I can use pictures to tell stories</p> <p>I can sequence familiar stories</p>	<p>Components : Daily Phonics (Phase 2) 2x weekly guided reading sessions per week in mixed attainment groups</p> <p>Teach tricky words from Phase 2</p> <p>End Points: To identify sound set 1 and 2</p> <p>To orally blend CVC and CCVC words using these sounds</p> <p>To begin to orally segment sounds in</p>	<p>Components : Name writing</p> <p>Handwriting patterns</p> <p>Using sentence stem - 'I am...'</p> <p>End Points: I can copy my name</p> <p>I give meanings to the marks I make</p> <p>I can copy taught letters</p> <p>I can write initial sounds</p> <p>I am beginning to write CVC words using taught</p>	<p>Components: NCETM Mastery Maths plans</p> <p>End Points: -subitise within 3 -identify sub-groups in larger arrangements -create their own patterns for numbers within 4 -practise using their fingers to represent quantities which they can subitise -experience subitising in a range of contexts - relate the counting sequence to cardinality - develop their knowledge of the counting sequence - develop 1:1 correspondence -explore a range of strategies which support accurate counting -see that all numbers can be made of 1s</p>	<p>Components: Exploring shapes</p> <p>Exploring size, length using playdough</p> <p>Making patterns</p> <p>End Points: I am beginning to sort and match different objects</p> <p>I can compare size, height & length</p> <p>I can make an AB pattern</p>	<p>Components: Consider characters in stories</p> <p>Focus on Black History month and celebrate achievements of people from the past</p> <p>End Points: I am beginning to compare characters from stories, including figures from the past</p>	<p>Components: Focus on own family and people who are important to us</p> <p>Identify jobs people do</p> <p>Talk about roles of people who help us in the community</p> <p>Own aspirations for display</p> <p>End Points: I can talk about members of my family</p> <p>I can talk about people who help us</p> <p>I can identify own aspiration for the future</p>	<p>Components: Explore the Garden - what can they see? Can they find any minibests?</p> <p>Collect twigs, sticks, feathers to make a nests for eggs.</p> <p>Looking at and making own maps</p> <p>Comparing different places</p> <p>Investigate the docks</p> <p>End Points: I can draw some information from a simple map</p> <p>I can recognise some similarities and differences between life in this country and life in other countries</p> <p>I can recognise</p>	<p>Components: Developing independence in using creative workshop - junk modelling, selecting paints, using collages, etc</p> <p>Making maps</p> <p>Making different environments in play</p> <p>End Points: I can make a model</p> <p>I can make a map</p> <p>I can select paint to do a painting</p> <p>I can select resources to make a collage</p> <p>I can create different environments seen in stories</p>	<p>Components: Music time - copy the body percussion pattern</p> <p>Nursery Rhyme Time</p> <p>Use instruments and sounds when reading familiar stories</p> <p>Acting out key texts as a class/group</p> <p>Listen to pieces of music that are significant to us (ask parents if there are any songs/musicians they often listen to together)</p> <p>Role Play: Home corner - include packaging, print and resources from a variety of cultures</p> <p>Using mini-me's in my small world play</p>

<p>I can independently look at book, holding them the correct way and turning pages</p>	<p><i>CVC</i> words To read some tricky words</p>	<p>sounds I can write the sentence 'I am xxx' (my name)</p>	<p>-compose their own collections within 4 -understand that sets can be compared according to a range of attributes -use the language of comparison</p>				<p>some environments that are different to the one in which I live I can ask questions about the natural environment I show respect and care for the natural environment</p>		<p>End Points: I can sing and perform nursery rhymes I can experiment with different instruments and their sounds I can talk about whether I like or dislike a piece of music I can create musical patterns using body percussion I use costumes and resources to act out narratives</p>
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