

Literacy / English Medium Term Planning

Reading

Birth-2 Children **can** put two words together and use single words. **Age 2-3**

Age 2-3 Children can say simple sentences, children use descriptive language and can link 5 words together.

Age 3-4 Children can orally segment, they can orally blend. Children can clap or tap the syllables in words during sound play and hear or say the initial sounds in some words.

Reception Children can say a sound for each letter in the alphabet and at least 10 digraphs. Children can read words consistent with their phonic knowledge by sound blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG - Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension - Comparing, contrasting and commenting

Age 3-4 Children express a point of view about the stories I read. **Reception**

Children can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Children can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG - Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently

Writing

Birth -2 Children can notice the marks that I make, they can make marks during sensory experiences. **Age 2-3** Children can combine shapes and lines in their marks. They I can use a range of tools to make marks and can show interest in mark making.

Age 3-4 Children can form some recognisable letters to label my work. Children can use mark making for a purpose and use mark making for mathematics.

Reception Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

ELG - Writing

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play							
Text	Week 1 - Starting school	Week 2 Feelings	Week 3 Families	Week 4 Celebrating differences	Week 5 What makes me special	Week 6 Managing worries	Week 7 Kindness
Drawing club text	Billy and the big New School Catherine & Laurence Anholt	The Colour Monster - Anna Llenas	<i>The Family Book</i> Todd Parr	<i>Elmer</i> David McKee	What makes me a me?	<i>Super Duper You</i> Sophy Henn	<i>We're All Wonders</i> R.J. Palacio
Non-fiction books to read over then term	☆ Children Just Like Me (DK) ☆ Hello Atlas - Ben Handicott ☆ See Inside Your Feelings (Usborne) ☆ The Big Book of Feelings - Felicity Brooks ☆ All About Me - Felicity Brooks						
	FRIENDSHIP ACTIVITY (Core Theme)	Feelings Cards Emotion Charades	Family Photo Collage Family Puzzle	Identity Hands Friendship Web	Special Strengths Stars	Worry Monster Worry Cloud Drawing	Kindness Cards Kindness Compliment Circle

Key activities	 "Can You Make a New Friend?" Pair children randomly- Activities: Interview each other: What's your name? What do you like? Draw their new friend. Introduce them to the class. Skills Developed: • Communicati on • Confidence • Social interaction.	Feelings Drawing Emotion Sorting Game		Diversity book activity	All About Me Portraits My Special Box	Calm Breathing with Bubbles	Kindness Pebbles Kindness Songs and Actions
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	-Friendship bracelet making.						
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Expressive Arts and Design/ Art Medium Term Planning

EAD- Music

Birth-2 - Children react to different sounds through gestures, movement and vocalisation, they investigate sound by banging, tapping and combining different objects. Children return and serve a collection of sounds. 2-3 years- Children can use instruments for a purpose they can make repetitive and rhythmical sounds with an instrument and recognise their favourite music. 3-4 years old- Children remember and sing their favourite nursery rhymes. Children can sing the melodic shape of a song with a small range and use instruments with control. Reception- Children can sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

EAD- Imaginative Play and Expression

Birth-2 - Children will copy a familiar action that is special to them such as rocking the baby and make sounds to familiar objects such as oink for pig. 2-3 years- Children can act out some experiences that are familiar to them and role play with props such as a baby and a bottle. 3-4 years old- Children invent, adapt and recount narratives and stories that are familiar to them or act out own experiences. Reception- Children can invent, adapt and recount narratives and stories with peers and their teacher, Children can make use of props and materials when role playing characters in narratives and stories.

ELG - Being Imaginative and Expressive- Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

ELG - Creating with materials- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories ELG - Being imaginative Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Week 1 - Starting school	Week 2 Feelings	Week 3 Families	Week 4 Celebrating differences	Week 5 What makes me special	Week 6 Managing worries	Week 7 Kindness
	Self-Portraits My First Day Handprint My Favourite Things Collage	Emotion Colour Paintings Friendship Flower	Family Portraits	Build a Friendship Circle	My Special Star Children decorate a star and add drawings or words showing their	My Worry Cloud Children draw or talk about things	Kindness Hearts Children decorate paper hearts with

Art & DT		Each child decorates a petal with something they like. Combine petals to create a class flower. Skills: Collaboration, sense of belonging.		Create paper-chain people linked together. Discuss how everyone belongs despite having differences. Skills: Joining materials, teamwork.	strengths and interests. Examples: I am kind. I can run fast. I am a good friend. Skills: Creativity, self-awareness.	that sometimes worry them. Add sunshine rays showing people or things that help them feel better.	kind words and pictures. Create a class display called "Kind Hearts in Our Class." Skills: Drawing, colouring, self-expression.
	Hello, New Friend Song. (Sing to a simple tune like "If You're Happy and You Know It")	RHYTHM Activity Clap My Name Adult claps a simple rhythm (e.g. Em-ma = 2 claps)	CALL & RESPONSE  "Can You Copy Me?"	FRIENDSHIP MOVEMENT GAME  "Find a Friend" Play music	Our School Sounds" Focus: Exploring the school environment through music	Don't Worry, Be Happy – Bobby McFerrin If You're Happy and You Know It	Kindness Makes the World Go Round Kindness Song (Teacher-Made)

Music	Lyrics: Hello, hello, what's your name? Hello, hello, let's play a game Shake my hand and smile at me We are friends as you can see Activity: Children sit in a circle • Each child says their name • Everyone repeats it with a clap Skills: • Turn-taking • Speaking and listening • Building confidence	Children clap their own name Extend: Clap a friend's name Skills: • Rhythm awareness • Listening skills • Social interaction	Adult sings or claps a pattern Children repeat Add: Use actions (tap knees, stomp, wave) Skills: • Listening • Memory • Participation	Children move around the room When music stops: Find a partner Wave, high-five, or hold hands Ask: "What is your friend's name?" Skills: • Social confidence • Physical coordination • Making connections	Activity: Go on a short "sound walk" around school: Classroom (quiet sounds) Hall (echo sounds) Playground (loud/active sounds) Children: Listen carefully, recreate sounds using voices or instruments e.g. tapping = footsteps, shaker = playground noise Discussion: • "Where did we	Adapt the lyrics to include different emotions: If you're worried and you know it, take a breath... If you're nervous and you know it, tell a friend..	<i>(Tune: Twinkle, Twinkle, Little Star)</i> Kindness, kindness every day, We can show it lots of ways. Help a friend and share a smile, Be kind to everyone for a while. Kindness, kindness every day, We can show it lots of w
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					hear quiet sounds?" • "Which place was loud?" • "Which sounds did you like?"		
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Music activities-

- Pass a smile around the circle while music plays.
- Move with a partner to friendship songs.
- Create kindness actions to accompany songs.
- Play instruments when children share kind acts.
- Write a simple class kindness song together.

Understanding the World/ Science/ Geography/ History Medium Term Planning

People, culture and communities

Birth - 3 Make connections between the features of their family and other families. • Notice differences between people. **Age 3-4** Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and
Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. **ELG -** Describe their immediate environment using knowledge from observation, discussion, stories,

The Natural World

Birth - 3 Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.
Age 3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. • Plant seeds and care for growing plants. Understand the key

Past and Present

Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. **ELG -** Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and

non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.

Reception Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. **ELG-** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

events encountered in books read in class
and storytelling

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Understanding the World/ Science/ Geography/ History Medium Term Planning							

Geography

Explore the continuous provision areas to know where to find resources.

Where My Family Comes From

Explore simple ideas of origins (countries, cultures).

Activity:

Look at a world map.

Place a sticker where family comes from (if known).

Link: Families can come from different places.

Outcome:
Awareness of diversity.

Places That Make Me Feel..."

Talk about places linked to emotions

Activity: Draw:

Home = safe

Park = happy

Bedroom = calm

Family Link:
"Where do you feel safe with your family?"

Outcome:
Emotional connection to places.

Where Do I belong?

Talk about home, school, local area.

Activity:

Draw their house or build it using blocks.

Link: "Do your friends live nearby or far away?"

Outcome:
Understanding of immediate environment

My Journey to School

Talk about how they travel.

Activity:

Draw or act out their journey (walk, car, bus).

Link: Compare journeys with classmates.

Outcome:
Awareness of simple maps and routes.

Worry Journey Story Map.

Calm Places Around the World

Feelings Walk

Community Helpers Exploration

Kindness Around the World —

Science	Growing and Changing	Family Likes & Senses	What Do Feelings Look Like?	People Who Care for Me	Feelings on My Journey	Calm-Down Glitter Jar	Kindness Weather Experiment
	Show baby and current photos (if possible). Talk about how we grow. Activity: Draw "Me as a baby" vs "Me now". Link: "We all grow, and our friends grow too!" Outcome: Awareness of change over time	Talk about how family members like different things. Activity: Smell/taste different foods (e.g. fruit, herbs). Ask: "Who in your family likes this?" Link: Families are similar but also different. Outcome: Children explore senses and understand preferences.	Talk about basic feelings: happy, sad, angry, tired, excited Activity: Use mirrors to make different facial expressions Match faces to emotion cards Family Link: "How do people in your family look when they feel happy or sad?" Outcome: Recognising emotions in themselves and others.	Identify family members and trusted adults. Link: Belonging comes from people who look after us and help us feel safe. What Helps Me Feel Safe? Explore calming strategies (breathing, cuddling a toy, quiet space). Link: Feeling safe in our body helps us feel we belong at home and school.	Talk about emotions: Excited to see friends Nervous leaving family Happy arriving at school Link: The journey helps children understand changing feelings.	Nature Calm Hunt	Floating Kindness Messages

History	Create a simple timeline: Baby → Toddler → Now Activity: Children sequence pictures of growing up. Link: Share stories with new friends. Outcome: Understanding of past and present.	Talk about family members. Activity: Draw or make a collage of their family. Link: Compare families and respect differences. Outcome: Awareness of personal history	How I Felt Then and Now Talk about how babies cry to communicate Activity: Sort pictures: baby crying / child smiling / playing Family Link: "Who helps you when you feel upset?" Outcome: Understanding change in feelings over time	Then and Now (Daily Routine) Morning at home → journey → school Link: Understanding order and sequence of events in their day	What happens each day in school? Daily routine: Arrival → learning → play → home Learning Link: Children understand sequence and order of events. What special things happen in school? • First day • Making friends • Celebrations Learning Link: Children connect events with memories and feeling	Grandparent Interviews Historical Helpers	Kindness Timeline My Day: Past vs Present
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Personal, Social and Emotional Development

Self-Regulation	Managing Self	Building Relationships
Birth – 3 Find ways to calm themselves, through being calmed and comforted by their key person. Age 3–4 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in	Birth – 3 Learn to use the toilet with help, and then independently. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently. Age 3–4 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Reception Manage their own needs, • Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing	Birth – 3 Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Age 3–4 Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Reception Build constructive and respectful relationships. See themselves as a valuable individual. Express their feelings and consider the feelings of others. ELG- Work and play cooperatively and take turns with others;

the game, and suggesting other ideas. Reception Show resilience and perseverance in the face. Identify and moderate their own feelings socially and emotionally. of challenge. Think about the perspectives of others. ELG-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions							
• sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian ELG- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		- Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
PSHE	My body	Safety first	TEAM	Be yourself	Aiming high	On world	
PSHE Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

	Settling in	WALT: Understand that I can choose what happens to my body.	WALT: make healthy choices about sleep and exercise	WALT: make healthy choices about food and drink	WALT: Understand how to keep my body clean	WALT: Understand what is safe to eat and drink	WALT: To keep my mind and body healthy and safe
Physical development							
Gross motor skills				Fine motor skills			
PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Fundamental movement	Invasion games	Gymnastics	Dance	Athletics	Striking and fielding	
Weekly Gross motor	Week 1 and 2		Week 3 and 4		Week 5 and 6		
	- Move in different ways around the hall/playground. - Follow-the-leader games. - Animal movements (bear crawl, frog jumps, crab walk). - Dancing to action songs		- Balance on one foot. - Walk along lines, benches or balance beams. - Obstacle courses. - Beanbag balancing challenges		- Roll balls to a partner. - Throw and catch large balls. - Kick balls towards targets. - Simple team games involving passing.		
Weekly Fine motor skills	Week 1 and 2		Week 3 and 4		Week 5 and 6		
	- Playdough squeezing, rolling and pinching. - Finger gym activities. - Threading large beads. - Picking up objects with tweezers and tongs.		- Posting activities (posting shapes, coins or sticks). - Peg boards and peg games. - Building with small construction resources. - Completing simple puzzles.		- Drawing lines, circles and patterns. - Using crayons, pencils and chalk. - Cutting along straight lines with safety scissors. - Painting with brushes of different sizes.		

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Planning overview

WEEK 1	FIRST WEEK IN SCHOOL
MARKING MAKING WEEK AND SETTLING IN.	
Week 2	I belong to school
LEARNING FOCUS	✚ To become familiar with the classroom environment and daily routines. ✚ To begin building positive relationships with adults and peers. ✚ To develop confidence when exploring the learning environment. ✚ To understand that school is a safe and welcoming place.
KEY VOCABULARY	school, classroom, teacher, friend, kind, safe, welcome, listen, together, routine
ADULT LED ACTIVITIES	✚ School tour and classroom treasure hunt. ✚ Read and discuss a starting school story. ✚ Talk about classroom rules - open and closed ✚ Self-portrait for a class display. ✚ Circle time: "What do you like about school so far?"
ASSESSMENT OPPORTUNITIES	✚ Separates from main carer with increasing confidence. ✚ Explores the classroom independently. ✚ Responds to own name and follows simple instructions.

	✚ Begins interacting positively with adults and peers. ✚ Joins in with whole-class routines and carpet sessions.
COMMUNICATION LANGUAGE	✚ Listen to adults ✚ Respond to own name ✚ Begin taking turns in conversation
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	✚ Separate from carers ✚ Learn routines ✚ Begin making friendships ✚ Understand class expectations
PHYSICAL DEVELOPMENT	✚ Be curious and explore the classroom safely, ✚ Develop fine motor through play ✚ Begin to use equipment correctly (training scissors, playdough tools etc)
EXPRESSIVE ARTS AND DESIGN	✚ Self-portraits ✚ Explore paint and creative areas ✚ Singing name songs
LITERACY	✚ Enjoy stories ✚ Handle books carefully ✚ Recognise own name ✚ Begin meaningful mark making
MATHS	✚ Match, sort and compare objects ✚ Explore classroom maths resources ✚ Begin to use mathematical concepts in my play e.g. counting animals
UNDERSTANDING THE WORLD	✚ Explore school environment and meet adults who help us

	✚ Begin to make friendships and have interactions with my peers
WEEK 3	I AM UNIQUE
LEARNING FOCUS	✚ To recognise that everyone is unique and special. ✚ To talk about personal likes, interests and physical features. ✚ To develop confidence when sharing information about themselves. ✚ To begin recognising similarities and differences between people.
KEY VOCABUALRY	unique, same, different, name, family name, body, eyes, nose, mouth, hair
ADULT LED ACTIVITES	✚ Self-portrait using mirrors ✚ Name recognition and name-building activities ✚ "All About Me" booklet sharing ✚ Favourite things show and tell ✚ Body parts investigation using mirrors
ASSESSMENT OPPORTUNTIES	✚ Talks confidently about themselves. ✚ Recognises and responds to their own name. ✚ Uses descriptive vocabulary about themselves. ✚ Shows increasing confidence speaking in a small group. ✚ Begins meaningful mark making linked to themselves.
COMMUNCATION AND LANGAUGE	✚ Speak in simple sentences about themselves ✚ Build interactions with peers and engage in back and forth conversations

	✚ Communicate their needs
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	✚ Develop confidence ✚ Recognise similarities and differences ✚ Build self-esteem
PHYSICAL DEVELOPMENT	✚ Practise pencil grip through daily activities ✚ Dough Disco/Funky Finger Challenges ✚ Explore the outside space during continuous provision
EXPRESSIVE ART AND DESIGN	✚ Create self-portraits using a range of media ✚ Collage faces ✚ Songs about body parts ✚ Independently choose and explore a range of creative resources
LITERACY	✚ Recognise own name and begin to trace this independently ✚ Describe pictures and what they can see - oracy focus ✚ Begin name writing ✚ Discuss stories and build on each others ideas
MATHS	✚ Match, sort and compare objects (colours, shape, pattern) ✚ Explore patterns and colours independently ✚ Use Maths resources to spark independent learning through play
LITERACY	✚ Learn about body parts and personal features ✚ Name features of our body and identify them on ourselves
WEEK 4	Who is Important to Me?
LEARNING FOCUS	✚ To recognise the people who are important in their lives.

	✚ To understand that families and homes are all different. ✚ To talk about people who care for them. ✚ To develop respect for different family structures.
KEY VOCABULARY	Family, home, mum, dad, brother, sister, grandparents, care, love, together
ADULT LED ACTIVITIES	✚ Family drawing or collage ✚ Read a story celebrating different families ✚ Small world home role play ✚ Family photo discussion (where appropriate) ✚ Circle time: "Who helps me?"
ASSESSMENT OPPORTUNITIES	✚ Talks about family members and special people. ✚ Uses language to describe relationships. ✚ Recognises similarities and differences between families. ✚ Shows respect for others' experiences. ✚ Participates in discussions about home life.
COMMUNICATION AND LANGUAGE	✚ Talk about family experiences using simple sentences ✚ Share who is important to us ✚ Share who lives in our home
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	✚ Respect different families ✚ Understand belonging and love ✚ Continue to settle and adapt to new routines at school
PHYSICAL DEVELOPMENT	✚ Fine motor through drawing family portraits ✚ Explore construction resources to build our home ✚ Explore a range of gross motor equipment during continuous provision
EXPRESSIVE ART AND DESIGN	✚ Family portraits

	✚ Small world homes ✚ Role play home corner
LITERACY	✚ Draw and talk about family ✚ Continue to recognise our names through a range of activities ✚ Use a range of tools to make meaningful marks
MATHS	✚ Explore composition of numbers to three ✚ Compare family groups ✚ Continue to use a range of maths resources independently through provision ✚ enhancements
UNDERSTANDING THE WORLD	✚ Explore different family structures and homes ✚ Explore that not all houses look the same
WEEK 5	Our Feelings and Emotions
LEARNING FOCUS	✚ To recognise and name a range of emotions. ✚ To understand that everyone experiences different feelings. ✚ To begin developing strategies for managing emotions. ✚ To recognise how others may be feeling.
KEY VOCABULARY	happy, sad, angry, worried, excited, calm, proud, kind, help, share
ADULT LED ACTIVITIES	✚ Read The Colour Monster. ✚ Emotion sorting games. ✚ Feelings role play using puppets. ✚ Create emotion faces using playdough or collage.

	✚ Calm corner introduction and breathing activities.
ASSESSMENT OPPORTUNITIES	✚ Names a range of emotions. ✚ Talks about how they are feeling. ✚ Recognises emotions in others. ✚ Begins using simple self-regulation strategies. ✚ Seeks support appropriately when needed.
COMMUNICATION AND LANGUAGE	✚ Name and describe emotions ✚ Listen and respond to others' feelings
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	✚ Recognise emotions and begin to label them ✚ Begin using strategies to regulate feelings ✚ Develop empathy
PHYSICAL DEVELOPMENT	✚ Dough Disco/Pen Disco ✚ Scissor skills ✚ Large movements expressing emotions
EXPRESSIVE ART AND DESIGN	✚ Colour mixing linked to feelings ✚ Emotion faces ✚ Role play opportunities
LITERACY	✚ Retell simple stories ✚ Describe characters' feelings ✚ Oral storytelling
MATHS	✚ Compare size and quantity using emotion-themed resources ✚ Compare quantities of groups of one, two and three
UNDERSTANDING THE WORLD	✚ Notice how feelings change ✚ Discuss how emotions affect us

WEEK 5	SUPER ME! THEME: MY FRIENDS
LEARNING FOCUS	✚ To understand what makes a good friend. ✚ To develop positive relationships through cooperative play. ✚ To practise sharing, taking turns and solving simple problems together. ✚ To recognise kind actions and how they help others feel.
KEY VOCABULARY	✚ friend, kindness, caring, helpful, teamwork, cooperate, share, ✚ listen, gentle, fair, together, respect
ADULT LED ACTIVITIES	✚ Friendship story and discussion. ✚ Partner challenges (building, puzzles, creative tasks). ✚ Make a friendship bracelet or friendship heart. ✚ Role-play scenarios about sharing and kindness. ✚ Draw and talk about a special friend.
ASSESSMENT OPPORTUNITIES	✚ Initiates play with others. ✚ Shares resources and takes turns with increasing independence. ✚ Uses kind words and actions during play. ✚ Works cooperatively towards a shared goal. ✚ Begins resolving simple disagreements with adult support. ✚ Shows empathy by recognising when others need help
COMMUNICATION AND LANGUAGE	✚ Use full sentences to talk about friendships and shared experiences. ✚ Listen carefully to a partner and respond appropriately during conversations.

	✚ Ask and answer simple questions about friends and their interests. ✚ Begin to use new vocabulary to describe positive behaviours and feelings.
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	✚ Recognise the qualities of a kind and thoughtful friend. ✚ Develop turn-taking, sharing and cooperation during play. ✚ Begin to solve simple disagreements with adult support. ✚ Show empathy by recognising how others might be feeling.
PHYSICAL DEVELOPMENT	✚ Develop teamwork through partner games and cooperative outdoor activities. ✚ Improve pencil control through drawing and creating friendship pictures or cards. ✚ Refine fine motor skills using threading, construction and collaborative creative tasks. ✚ Increase independence when managing personal belongings and classroom routines.
EXPRESSIVE ART AND DESIGN	✚ Create collaborative artwork with a partner or small group. ✚ Use role play to explore friendships and solving problems. ✚ Join in with songs, rhymes and action games together. ✚ Express ideas and emotions through drawing, painting and imaginative play.
LITERACY	✚ Retell familiar stories about friendship using pictures and props. ✚ Create simple oral sentences about a friend using sentence stems.

	✚ Recognise and attempt to write their own name and some friends' names. ✚ Give meaning to marks through drawings and early writing about friendships.
MATHS	✚ Count and compare groups of friends or objects accurately. ✚ Continue developing subitising skills to recognise small quantities without counting. ✚ Explore one more and one fewer using practical resources. ✚ Use positional language during partner games and classroom activities
UNDERSTANDING THE WORLD	✚ Talk about the different people who help us in school. ✚ Explore similarities and differences between themselves and their friends. ✚ Understand that everyone has different interests, families and experiences. ✚ Begin to appreciate that everyone contributes something special to the class.
WEEK 7	WHAT CAN I DO?
LEARNING FOCUS	✚ To recognise and celebrate personal strengths and achievements. ✚ To develop confidence when trying new challenges. ✚ To understand that everyone has different talents and interests. ✚ To develop a positive attitude towards learning and perseverance.

KEY VOCABULARY	talent, strength, achievement, practise, improve, challenge, confidence, independent, proud, brave, determined, success
ADULT LED ACTIVITIES	✚ "Super Me" self-portrait with superhero cape showing strengths. ✚ Create an "I Can..." class book. ✚ Show and tell: something I am proud of. ✚ Fine motor and physical challenge stations. ✚ Celebration circle where every child shares something they are good at.
ASSESSMENT OPPORTUNITIES	✚ Talks confidently about their own achievements. ✚ Demonstrates resilience when faced with challenge. ✚ Attempts new activities independently. ✚ Reflects on learning using simple language ("I can...") ✚ , ✚ "I have learnt..." ✚). ✚ Shows increased independence in classroom routines. ✚ Celebrates both their own and others' successes positively.
COMMUNICATION AND LANGUAGE	✚ Speak confidently about their own interests, talents and achievements. ✚ Explain something they enjoy or are proud of using longer sentences. ✚ Listen respectfully while others share their ideas and achievements.

	✚ Use ambitious vocabulary to describe skills and successes.
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	✚ Recognise their own strengths and celebrate personal achievements. ✚ Develop resilience by understanding that learning takes practice. ✚ Show confidence when attempting new challenges. ✚ Reflect on how they have grown since starting Reception.
PHYSICAL DEVELOPMENT	✚ Demonstrate improved control when using pencils, scissors and classroom tools. ✚ Complete fine motor challenges with increasing independence. ✚ Develop balance, coordination and confidence through physical challenges. ✚ Show increasing independence in dressing, tidying and self-care routines
EXPRESSIVE ART AND DESIGN	✚ Create a 'Super Duper Me' self-portrait showing their talents and interests. ✚ Design a superhero version of themselves inspired by their strengths. ✚ Use construction and junk modelling to create something they are proud of. ✚ Perform songs, dances or role-play confidently to celebrate learning.
LITERACY	✚ Draw and talk confidently about something they are good at. ✚ Give meaning to their marks and attempt simple captions or labels with adult support.

	✚ Retell familiar stories with increasing detail and expression. ✚ Recognise and independently write their own name, with some children attempting additional words
MATHS	✚ Consolidate counting accurately to five (or beyond where appropriate). ✚ Represent numbers using practical resources, fingers and pictures. ✚ Compare quantities using mathematical language such as more, fewer and equal. ✚ Apply counting and matching skills during practical games and challenges
UNDERSTANDING THE WORLD	✚ Reflect on how they have changed since starting school. ✚ Recognise that everyone has different strengths, interests and talents. ✚ Talk about goals and things they would like to learn next. ✚ Celebrate the achievements of themselves and others within the class community.