



Purpose	Links to Curriculum Intent	Exciting Event	Assessment
Settling in Building relationships Self-regulation and management	<ul style="list-style-type: none"> <li>• resilient learners with a positive attitude</li> <li>• independence and inquisitiveness.</li> <li>• work collaboratively and with respect</li> <li>• language and communication</li> <li>• confident to explore environment and learn independently</li> </ul>	School Environment Exploration Each child to share and talk about an object relating to their life.	<ul style="list-style-type: none"> <li>. Baseline assessments</li> <li>. Phonics assessments</li> </ul>
<b>Children’s prior knowledge and experiences</b> Previous nursery / pre-school experiences Separation from main care giver Family traditions and celebrations		<b>Key Texts</b> Don’t Hog the Hedge Monster Surprise Ronald the Rhino	<b>Programmes</b> . Read Write inc.      White Rose Maths . Jigsaw                      Real P.E . Music Express
<b>Key Vocabulary</b> autumn, seasons, change, bonfire, Halloween, Diwali, celebrate, festival, light, comparative vocabulary, phonics vocabulary, special, choices, role model, vocabulary linked to family and friendship, share, care, kind		<b>Specific changes to learning environment</b> Displays linked to topic Home corner links to festivals / celebrations Reading Tree Area links to phonics progression Outdoor environment and Forest school	<b>Key Resources</b> Natural resources (including from the environment) Phonics resources Maths resources
<b>Personal, Social &amp; Emotional Development</b>	<b>SELF REGULATION - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b>		
	<b>Begins to follow more than one instruction</b> (Can stop and listen; Can give attention to what others say; Can respond appropriately)		
	<b>Is able to identify and moderate his/her own feelings socially and emotionally</b> (Can identify how they are feeling; Starts to discover coping mechanisms)		
	<b>Can share with others and take turns with activities and resources</b> (Develops the skills needed to negotiate with others; Can plan what they need)		
	<b>Can begin to set own goals</b> (Identify what they need to meet their goal; Seek assistance if needed; Be willing to keep trying to achieve their end goal)		
	<b>MANAGING SELF - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b>		
<b>Manages his/her own needs</b> (Can wash their own hands; Can put on their coat; Can toilet independently)			
Separates from main carer without support. Organises own belongings at the beginning and end of day.			
<b>Can contribute to designing class rules</b> (Understand why we need rules and how they can affect others; Can start to follow the class rules; Begins to recognise that rules must be followed, regardless of the caregiver or environment)			
<b>Begins to show resilience and perseverance in the face of a challenge</b> (Will have a go at new activities; Will try more than once before seeking help; Shows resilience in new situations e.g. fire drill/assembly/school trip)			
<b>BULDING RELATIONSHIPS - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b>			
<b>Thinks about the perspectives of others</b> (Has a growing awareness that others do not always like the same things as them; Can let others have their say; Can start to be empathetic to others needs; Starts to understand how to be a good friend)			
<b>Having a positive sense of self</b> (Can share their own achievements; Can talk about family celebrations; Can talk about themselves in a positive way; Can identify what they are good at)			
<b>Begins to work in small groups and pairs</b> (Can wait their turn; Can let others have their say; Can listen to others and respond appropriately)			
<b>Team Planning Notes:</b> Jigsaw Scheme – Being Me and Celebrating Me, Introduce the class rules and expectations, Introduce the routines and procedures of the day. Develop how to be a talking partner – listening, taking turns, responding, waiting their turn to speak. Learning to share resources. Circle-time activities teaching ways to self- regulate. Introduce challenges – moving towards differentiated levels and children to choose the level of their challenge.			

	<p>Introduce Dojo's to encourage perseverance and practising goals. Work in different size groups. Develop independence e.g. using the toilets independently, washing hands, putting on own coats, shoes and socks for P.E</p>
<p><b>Communication and Language</b></p>	<p><b>LISTENING, ATTENTION &amp; UNDERSTANDING - Small Steps focus areas from progression map: Learning Intentions to be covered in this project</b></p>
	<p><b>Can follow a two part instruction</b> (Can begin to follow class rules and routines; Can listen and do; Can listen to others in 1:1 and small groups; Can listen and respond to instructions)  <b>Engages in story-times</b> (Can participate in daily shared reading activities; Responds appropriately to questions about the text; Can participate Read Write INc sessions; Retell and act out stories)</p>
	<p><b>SPEAKING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</b> (Can explain what they have built/made/drawn; Can discuss how things work; Can seek help for problems; Can answering open ended questions about their play)  <b>Is able to describe events in some detail</b> (Can share home celebrations; Can contribute to class/group discussions)  <b>Identify rhyme</b> (Can continue a rhyming string; Can recognise the rhyming words in stories and songs; Can sing ongs for purpose linked to the curriculum e.g. days of the week, months of the year etc.)  <b>Begins to participate in class discussions</b> (Can wait their turn to speak; Can offer answers in the correct context; Can join in with small groups and 1:1 discussions; Is able to answer simple questions)  <b>Uses new vocabulary through the day</b> (Can participate in daily shared reading and be introduced to new vocabulary from stories and books and key vocabulary across the curriculum; Begins to use new vocabulary in their play; Can use new vocabulary in the correct context)  <b>Is developing social phrases</b> (Can respond appropriately in discussion with others e.g. – “good morning”, “how are you today?” etc.)</p>
	<p><b>Team Planning Notes:</b> Daily shared reading of a variety of different texts both fiction and non-fiction. Class/group discussions – waiting their turn/ answering questions/talking partners. Reading in Read Write Inc phonic sessions. Retell and act out stories. Explain their thinking; What they are doing? Why things happen? Adults to ask open ended questions when children are in their play, working in groups, during shared reading. News Sharing Sessions. Rhyme sessions. Songs for purpose linked to the curriculum. Develop and use Talk to your partner (TTY) for discussion times.</p>
<p><b>Physical Development</b></p>	<p><b>GROSS MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Is revising and refining the fundamental movement skills he/she has already acquired; rolling /crawling /walking /jumping /running / hopping/ skipping/ climbing</b> (Can travel over obstacle courses; Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport; Can participate in Real P.E sessions once a week)  <b>Is developing confidence, competence, precision and accuracy when engaging in activities</b> (Can perform a single skill or movement with some control; Can explore and describe different movement)  <b>learns how to stay healthy</b> (Can say how their body feels after exercise; Can say which foods are healthy; Can put on their own coat and shoes; Can wash their hands independently)</p>
	<p><b>FINE MOTOR SKILLS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b></p>
	<p><b>Is beginning to use fine motor skills to manipulate tools</b> (Can hold scissors and make snips in paper; Can use different tools to make changes e.g. spoons, scissors, knife, fork; Can begin to feed themselves using a knife and fork; Begins to colour within the lines)  <b>Shows a preference for a dominant hand</b> (Can consistently use the same hand when drawing and writing; Begins to use anti-clockwise movements and trace vertical lines)  <b>Begins to form letters and shapes</b> (Can track over patterns, letters etc; Can track over letters and then writing independently)</p>
	<p><b>Team Planning Notes:</b> Real P.E scheme of work. Outdoor play equipment and have to travel up, over, along and through it safely and develop confidence in its use, supporting as necessary. Create obstacle courses outside. Talk about how their body feels during exercise. Go noodle and Cosmic Kids Yoga sessions. Weekly funky finger challenges. Play dough station to use a variety of tools to make changes e.g rollers, knives, spoons, cutters etc. Colouring available daily. To begin to form letters and shapes using anti clockwise movements. Tracking over patterns, letters etc. Daily name writing practise – tracking over letters and then writing independently</p>

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<b>Literacy</b>	<b>COMPREHENSION - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Talk about what they have heard/read</b> (Can answer questions about what they have read/heard; Can participate in shared reading/story time/theme work/videos; Can respond appropriately to questions asked)
	<b>Develop an understanding of story structure</b> (Can identify different characters in a story; Can identify and discuss story setting; Can identify the main plot in a story)
	<b>Takes on a role</b> (Can use props to retell a story, such as, puppets, masks, story spoons, dressing up and visual aids; Able to use available resources as props when acting out a story; Can participate in the Nativity)
	<b>WORD READING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Can Begin to blend and segment</b> (Can aurally and orally blend and segment words; Can participate in phase 1 phonics games; Can participate in daily Read Write Inc sessions)
	<b>Reads individual letters by saying the sounds for them</b> (Can participate in Read Write Inc sessions; Can start to recognise letters by saying the sounds for them)
	<b>Understands the names of the different parts of a book</b> (Can participate in shared reading/story time; Can participate in weekly guided reading sessions)
	<b>WRITING - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Uses some of his/her print and letter knowledge in his/her early writing e.g. write a pretend shopping list that starts at the top of the page</b> (Can write specific sounds for the correct word e.g. 'm' for mummy; Can explore resources to encourage writing for a purpose; Accesses writing materials in all areas of the setting) Daily name writing that progresses to word then sentence writing depending on ability.
<b>Recognises that more than one letter can make a sound</b> (Can participate in daily Read Write Inc sessions; Can complete daily writing sessions using more than one letter to write words/sentences)	
<b>Begins to write simple words using their phonic knowledge</b> (Can participate in daily Read Write Inc sessions; Can complete weekly writing challenges; Can participate in daily name writing; Can make marks using writing resources)	
<b>Team Planning Notes:</b> Daily shared reading/story session. Develop an understanding of simple story structure. To take on a role – act out stories during shared reading e.g 'The Diwali story', 'Traditional Tales', 'The Nativity'. Props to act out stories on the outside stage. Read Write Inc phonics. Uses sounds learned in Phonics/name writing in their early writing – clipboards and writing implements in all areas of the setting inside and out. Weekly mark making/ writing challenge. Daily name/ word/ simple sentence writing. Weekly extended writing session using more than one letter to write words/ sentences.	
<b>Mathematics</b>	<b>NUMBER - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Counts objects, actions and sounds</b> (Can recognise that the number does not change if simply rearranged; Can use resources to count accurately; Can participate in number songs and rhymes)
	<b>Represent, compose and compare numbers to 5</b> (Can match, sort and compare amounts; Can compose 1, 2, 3, 4, 5; Being able use 5 frames to make amounts; Knows the 'one more than/one less than' relationship between counting numbers)
	<b>NUMERICAL PATTERNS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Can explore patterns</b> (Can complete weekly maths challenges; Can create repeating patterns with colours, shapes, natural resources, actions; Start to understand the properties of 3, 4 and 5 sided shapes; Can compare different sizes and mass, using the correct language; Can explore capacity, using the correct language)
<b>Team Planning Notes:</b> White Rose - Just Like Me, It's me 123, Light and Dark. Counts objects, actions and sounds. Introduced to numbers to 5. Match sort and compare numbers to 5. Understand different representations of numbers to 5 eg. 5 frames, finger, part-part-whole model, dice, numicon, shapes and	

	coins. Learn 1more/ 1 less with numbers to 5. Variety of number songs and rhymes – 1 more/ 1 less. Number Games on the IWB, iPads, Desktop computers. Weekly maths challenge. Create repeating patterns with colours, shapes, natural objects, actions. Introduce shapes with 3, 4 and 5 sides.
Understanding the World	<b>PEOPLE CULTURES &amp; COMMUNITIES: Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Explores the natural world around him/her</b> (Can explore the school environment and talk about what they see; Can collect natural resources from the local environment and use them in their play; Can talk about what they can see around their immediate environment)
	<b>Recognises that people have different beliefs and celebrate special times in different ways</b> (Can talk about the celebration of Diwali and Christmas; Can talk about the differences and similarities between Diwali and Christmas)
	<b>Knows that there are different countries in the world</b> (Can talk about the differences he/she has experienced or seen in photos; Can engage in class discussions about different cultures and communities)
	<b>THE NATURAL WORLD - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Explores the natural world around him/her, making observations and drawing pictures of animals and plants</b> (Can participate in forest school; Can talk about what they see and observe; Can draw pictures of animals and plants they have seen)
	<b>Begin to learn about the changing seasons</b> (Can talk about what happens in Autumn; Can recognise the changes in Autumn; Understands what we need to wear in different seasons)
<b>PAST &amp; PRESENT - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>	
<b>Names and describes people who are familiar to him/her</b> (Can say who is in their family; Begins to talk about my family; Can name some children in my key group/class)	
<b>Talks about things that have already happened</b> (I can talk about how I have changed since I was born; I can timeline from a baby to elderly; Can share news of things that have already happened to them; Can talk about the past e.g. birthdays, Christmas etc.)	
<b>Talks about stories from the past when read by an adult</b> (Participates in story time and starts to understand stories from the past; Can engage in discussions about the stories that have been read)	
	<b>Team Planning Notes:</b> Different celebrations- Diwali, Christmas - similarities and differences. Explore the school environment and collect natural resources for learning and play. Talk about what they can see around their immediate environment. Discuss different countries around the world and can talk about differences he/she has experienced or seen in pictures. Walk around the school site, visit forest schools and talk about what they see and draw pictures. Introduce the different seasons (Autumn) – what happens to the environment around them when it is Autumn? What do we wear in Autumn? What special occasions happen in Autumn? Name and describe familiar people – their family, talk about them (Jigsaw). News sharing – talk about their family, Things that have already happened. Talk about the past from their own memory – birthdays, Christmas, celebration, Nursery, Summer holidays. Shared reading/ story time – stories from the past – class favourite 5 Books to include a book from the past
Expressive Arts & Design	<b>CREATING WITH MATERIALS - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Explores the form and function of materials</b> (Can cut and join different materials together; Can create for a purpose; Can select appropriate resources; Can make simple representations in different ways e.g. models, pictures, junk models etc; Can create a self-portrait using different paint brushes)
	<b>BEING IMAGINATIVE &amp; EXPRESSIVE - Small Steps focus areas from progression map: Learning Intentions to be covered for this project</b>
	<b>Is able to develop storylines in his/her pretend play</b> (Uses small world, role play areas, stage with props and story-telling props in their play; Can use vocabulary they have learned from their personal experiences, in their play; Can play cooperatively with their peers)
	<b>Watches and talks about dance and performance art, expressing his/her feelings and responses and shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc.</b> (Will engage in music and dance; Can respond to what they see and hear; Can respond appropriately to the music playing in the setting)
	<b>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</b> (Can participate in ‘Music Express’ activities; Can use instruments to make music; Can sing songs linked to different themes and topics across the curriculum)
	<b>Team Planning Notes:</b> Cut and join a variety of different materials. Creative challenges exploring different skills and techniques. Create for a purpose – make something with an intention – models, pictures junk models creative area, construction area, loose parts. Paint a self-portrait using paint and different brushes. To develop storylines in their play – small world, role paly areas, stage with props, storytelling props. Go Noodle/ Real P.E – explore

dance. Music Express scheme – using instruments to make music, matching pitch and following a melody. Respond to the music playing in the setting.  
Songs linked to different themes and topics across the curriculum (Out of the Ark)