

F1 LTP ODD cycle

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Theme/Topic	Awesome Animals	My Fantastic Family & Festivals	Fabulous Fairy Tales		Marvellous Minibeasts	Terrific transport
Focused texts	Brown bear what do you see? Polar Bear what do you hear? Dear Zoo, Hairy Maclary, Shark in the park, We're going on a bear hunt	Tiger who came to tea, Peace at Last, Owl Babies, The Nativity story	Three Little Pigs, Goldilocks, Three Billy Goats Gruff, The Gingerbread Man		The Very Hungry Caterpillar, The Very Busy Spider, Teeny Weeny Tadpole, Wide Mouth Frog	The Train Ride, Maisy's Bus, Whatever Next,
Supporting texts	Animal crackers, I love you Blue Kangaroo, The rabbit the dark and the biscuit tin, Poo in the zoo, There's a bear on my chair, Norman the slug with the silly shell, The camel who had	All kinds of families, A home is a nest, Mamas sleeping scarf, Two people can, I really really love you so, Someone just like you, All are welcome, After the storm, The lost Acorn, Pick a Pumpkin, The very helpful	Jack and the Beanstalk, The Enormous Turnip, The Magic Porridge Pot, What's in the witch's kitchen, Georgie grows a dragon, Trixie the witch's cat, That's not my dragon, Don't tickle the dragon		The Very Quiet Cricket, Minibeast Bop, Bugs Snap, Mad about Minibeasts, What the Ladybird Heard, The very lazy ladybird, Aaaaargghh spider! Incy wincy spider, I love bugs, The very greedy bee, Snail Trail	We catch the bus, Red Lorry Yellow Lorry, Emma Janes Aeroplane, My Big Book of Transport, You can't take an elephant on the bus, Room on the broom, Duck in a truck, My Grumpy's motor car

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	the hump, there's nothing faster than a cheetah	hedgehog				
Nursery rhymes- Rhyme of the Week: The rhyme supports phonological awareness and patterns in sounds	Twinkle, Twinkle, Incy Wincy Spider, 5 Little Speckled Frogs, 5 Little Ducks, 5 Little Monkeys Jumping on the Bed, 5 Little Men in a Flying Saucer, 5 Current Buns, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, Wind the Bobbin' Up, Two Little Dickey Birds, Mary, Mary, Quite Contrary, There Was A Princess Long Ago, Tommy Thumb, Old Macdonald, 10 Fat Sausages, 10 Green Bottles, The Wheels on the Bus, Row, Row, Row Your Boat, Baa Baa Black Sheep, Hickory Dickory Dock, Jack and Jill, I'm a Little Tea Pot, Chick, Chick, Chick, Chick Chicken, Little Peter Rabbit, Hop Little Bunny Isn't it Funny How a Bear Likes Honey, Hey Diddle Diddle, If You're Happy and You Know It, Clap Your Hands, How Much is That Doggy in the Window, Head, Shoulders, Knees and Toes, Humpty Dumpty, Pat a Cake					
Phase 1 phonics Pre-Phonics skills, divided into seven aspects, supporting phonological awareness development	-Environmental Sound discrimination -Instrumental Sound discrimination -Body Percussion Sound discrimination -Rhythm & Rhyme -Alliteration -Voice Sounds -Oral Blending & Segmenting					
Visits/Special Activities	N/A	Tiny Town Christmas Tree Festival	World Book Day	Visit Our School Farm	Hatching caterpillars Butterfly House	Police/Fire service vehicles visit school
Communication and language	Use a wider range of vocabulary. Sing a large repertoire of songs. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Develop their communication, but may continue to have problems with irregular					

	tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Start a conversation with an adult or a friend and continue it for many turns. Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Literacy	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary. Write some of their name. Write some letters accurately. Write all of their name. 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.
Personal, social and emotional development	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. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet,

	washing and drying their hands thoroughly.
Physical development (Gross Motor and Fine Motor)	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. <i>GM Intervention- Squiggle while you wiggle</i> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Climb up apparatus using alternate feet. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <i>FM Intervention- Playdough Disco</i>
Mathematics	Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone - for example, "The bag is under the table," - with no pointing. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). S Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding The World	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work. Show interest in different occupations. Explore collections of materials with similar and/or different properties. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Explore and talk about different forces they can feel. Begin to understand the need to respect and care for the natural environment and all living things. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Listen with increased attention to sounds. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Join different materials and explore different textures. Create closed shapes with continuous lines, and

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	begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings.
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