

| Unit | Time (Wks) | Activities | Outcomes | Differentiation | Assessment | ELG | EYFS Area Link |
|---------------------------|--|--|---|---|---|------------------|----------------|
| Previous learning: | | | | Next learning: 1.2 Space, Colour and Light | | | |
| 1.1 All About Me | Week 1 Getting to know me | <ul style="list-style-type: none"> Nursery Rhymes Encourage repeated refrains and alliteration | <p>Reading – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Listens to stories with increasing attention and recall Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Looks at books independently Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places | <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities Can join in with repeated refrains Can suggest how a story might end Listens to stories with increasing attention and is able to recall some events Shows an interest in looking at books and can look at them independently Beginning to give meaning to the mark they make Can talk about marks they see in different places | <p>Reading Children have some favourite stories, songs and rhymes, they can fill in the missing words from a rhyme or from repeated refrains. They are beginning to show awareness of how stories are structured and can recall some parts of a story. Children begin to show an interest in books and can handle them carefully.</p> <p>Writing Children are able to distinguish the different marks they make and can give meaning to it. They use a variety of tools to mark make and have developed good control in using them, they use good hand-eye coordination</p> | <p>PD CL</p> | |
| | Week 2 Getting to know me | <ul style="list-style-type: none"> Draw pictures of who lives in their house Discussion on the types of houses e.g. big and small Rewards and praise after each session | | | | | |
| | Week 3 Me and my family | <ul style="list-style-type: none"> Children to create body template using different mark making resources | | | | | |
| | Week 4 My body and my senses | <ul style="list-style-type: none"> Children to draw their favourite things Storytime Logo wall Independent reading session | | | | | |
| | Week 5 I am a Muslim | <ul style="list-style-type: none"> Helicopter story Story sequencing Use different variety of tools for mark making | | | | | |
| | Week 6 Favourite things | <ul style="list-style-type: none"> Shaving foam with letters Sand with sticks Ziplock bags with paint | | | | | |
| | Week 7 Where I live | <p>Phonics Phase 1</p> <ul style="list-style-type: none"> Environmental sounds Instrumental sounds | | | | | |
| | Week 8 Autumn | <ul style="list-style-type: none"> Body percussion Rhythm and Rhyme Alliteration Voice Sounds | | | | | |

| Previous learning: 1.1 All about me | | | | Next learning: 2.1 People who help us | | | |
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| 1.2 Space, Colour and Light | Week 1 Our Earth | <ul style="list-style-type: none"> Nursery Rhymes Encourage repeated refrains and alliteration Draw pictures their rockets What will you take to space | <p>Reading – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Listens to stories with increasing attention and recall Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Looks at books independently Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places | <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities Can join in with repeated refrains Can suggest how a story might end Listens to stories with increasing attention and is able to recall some events Shows an interest in looking at books and can look at them independently Beginning to give meaning to the mark they make Can talk about marks they see in different places | <p>Reading Children have some favourite stories, songs and rhymes, they can fill in the missing words from a rhyme or from repeated refrains. They are beginning to show awareness of how stories are structured and can recall some parts of a story. Children begin to show an interest in books and can handle them carefully.</p> <p>Writing Children are able to distinguish the different marks they make and can give meaning to it. They use a variety of tools to mark make and have developed good control in using them, they use good hand-eye coordination</p> | PSED PD CL | |
| | Week 2 Planets/ Moon | <ul style="list-style-type: none"> Discussion about the earth and all the planets Rewards and praise after each session | | | | | |
| | Week 3 Rockets | <ul style="list-style-type: none"> Children to create rockets using different mark making resources Storytime | | | | | |
| | Week 4 Astronaut | <ul style="list-style-type: none"> Logo wall Independent reading session Helicopter story | | | | | |
| | Week 5 Transport | <ul style="list-style-type: none"> Story sequencing Carpet session rhyming activities Use different variety of tools for mark making | | | | | |
| | Week 6 Transport | <ul style="list-style-type: none"> Shaving foam with letters Sand with sticks | | | | | |
| | Week 7 Winter | <ul style="list-style-type: none"> Ziplock bags with paint Letter stencils Name tracing sheets <p>Phonics Phase 1</p> <ul style="list-style-type: none"> Environmental sounds- different volumes, sound lotto games Instrumental sounds – remember and repeat sounds, rhythms Body percussion – with varied speed Rhythm and Rhyme – Moving time Alliteration – modelling through stories and rhymes Voice Sounds | | | | | |

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| Previous learning: 1.2 Space, Colour and Light | | | | Next learning: 2.2 Traditional Tales and Spring | | |
| | <p>Week1 Introduction to people who help us</p> <p>Week 2 Doctors, Nurses, Paramedics</p> <p>Week 3 Dentist</p> <p>Week 4 Police</p> <p>Week 5 Firefighters</p> <p>Week 6 Lollypop Lady /Road Safety</p> | | <p>Reading – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ • Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Beginning to be aware of the way stories are structured • Suggests how the story might end • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters • Shows interest in illustrations and print in books and print in the environment • Recognises familiar words and signs such as own name and advertising logos • Looks at books independently • Handles books carefully • Knows information can be relayed in the form of print • Holds books the correct way up and turns pages • Knows that print carries meaning and, in English, is read from | | | |

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| Previous learning: 2.1 People who help us | | | Next learning: 3.1 Ramadan and Growth | | | |
| | <p>Week 1 Gingerbread man</p> <p>Week 2 3 Little Pigs / World book day</p> <p>Week 3 Goldilocks and Three Bears</p> <p>Week 4 Science Week</p> <p>Week 5 Jack and the Beanstalk</p> <p>Week 6 Planting</p> | | <p>Reading – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’ • Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Beginning to be aware of the way stories are structured • Suggests how the story might end • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters • Shows interest in illustrations and print in books and print in the environment • Recognises familiar words and signs such as own name and advertising logos • Looks at books independently • Handles books carefully • Knows information can be relayed in the form of print • Holds books the correct way up and turns pages • Knows that print carries meaning and, in English, is read from left to right and top to bottom. | | | |

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| <p>Previous learning: 2.2 Traditional Tales and Spring</p> | | | <p>Next learning: 3.2 Creatures Great and Small</p> | | | |
| | <p>Week 1 Ramadan</p> <p>Week 2 Ramadan</p> <p>Week 3 Healthy Eating</p> <p>Week 4 Eid</p> <p>Week 5 Growth in me</p> <p>Week 6 Growth and Change</p> | | <p>Reading – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' • Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Beginning to be aware of the way stories are structured • Suggests how the story might end • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters • Shows interest in illustrations and print in books and print in the environment • Recognises familiar words and signs such as own name and advertising logos • Looks at books independently • Handles books carefully • Knows information can be relayed in the form of print • Holds books the correct way up and turns pages | | | |

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| Previous learning: 3.1 Ramadan and Growth | | | Next learning: | | | |
| | <p>Week 1 Farm Animals</p> <p>Week 2 Safari Animals</p> <p>Week 3 Minibeasts</p> <p>Week 4 Under the sea</p> <p>Week 5 Summer/ Seaside</p> | | <p>Reading – 22-36 months/30-50 months</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words Listens to and joins in with stories and poems, one-to-one and also in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Suggests how the story might end Listens to stories with increasing attention and recall Describes main story settings, events and principal characters Shows interest in illustrations and print in books and print in the environment Recognises familiar words and signs such as own name and advertising logos Looks at books independently Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages Knows that print carries meaning and, in English, is read from left to right and top to bottom. | | | |

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