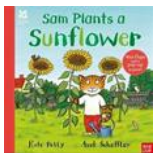
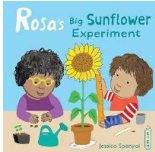
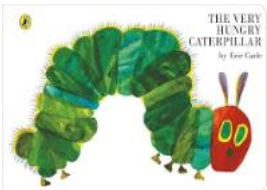
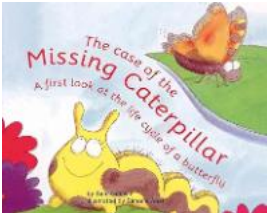
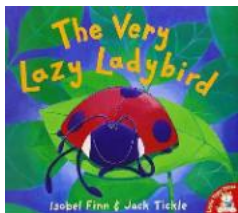
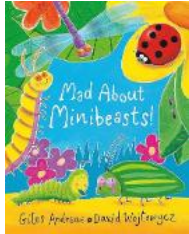
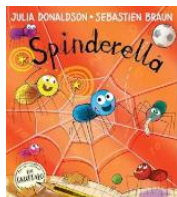
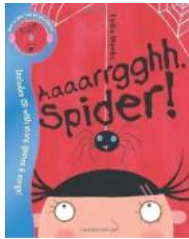
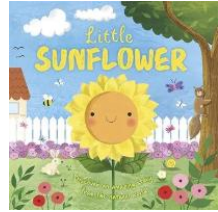
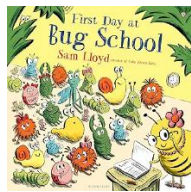
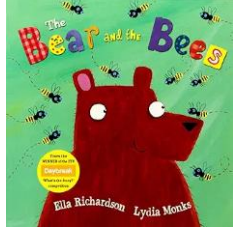
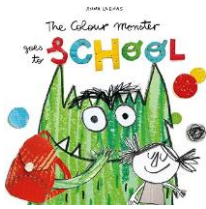
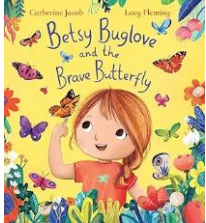
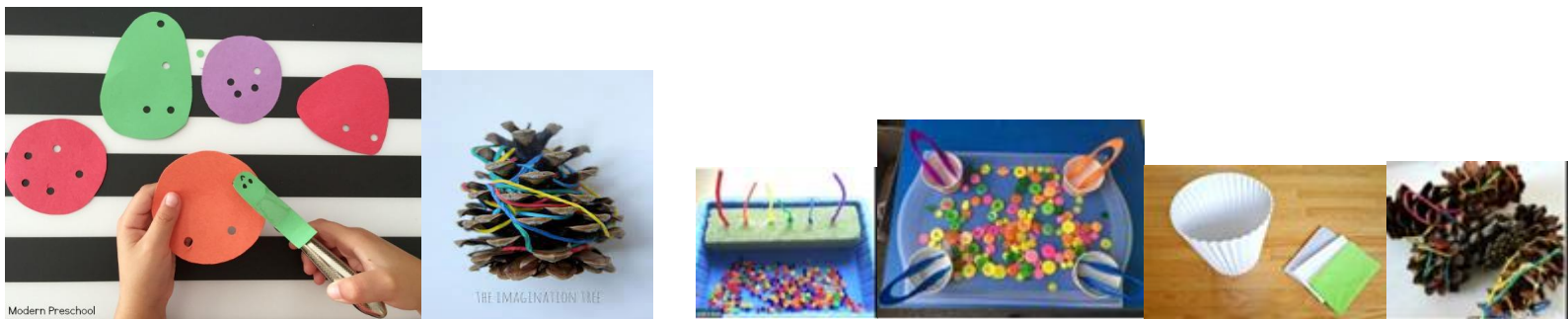


Manor Park First School

Term 1 / 2 / 3 / 4 / 5 / **6** Autumn / Spring / **Summer** Title of the topic: Down in the Garden

Week	Week 1 WB: 01.06.2026	Week 2 WB: 08.06.2026	Week 3 WB: 15.06.2026	Week 4 WB: 22.06.2026	Week 5 WB: 29.06.2026	Week 6 WB: 06.07.2026	Week 7 WB: 13.07.2026
Events		Monday 8 th June- Bug Fest.		Sports Week Preschool Sports day 23/6- letter to follow.		Transfer day- Pinecone children who are staying at Manor Park. Please see the letter sent out to you for the details.	Pinecone moving on Party 14/07/26
Focus	Week 1  	Week 2  	Week 3  	Week 4  	Week 5  	Week 6  	Week 7  

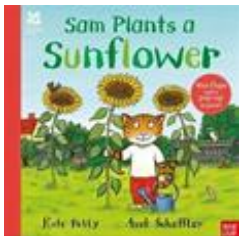
Happy Mind	Week 1 & 2 My Happy Body -Be increasingly independent -Make healthy choices -Increasingly follow rules - Remember rules without an adult needing to be reminded.		Week 3 & 4 MyHappyRelationships -Become more outgoing with unfamiliar people in a safe context. -Show more confidence in new social situations. - Play with 1 or more other children - Find solutions to conflicts and rivalries		Week 5 & 6 MyHappyWorld -Show interest in different occupations -Select and use activities and resources, with help when needed. -Develop their sense of responsibility and membership of the community. -Begin to understand the need to respect and care for the natural environment.		Week 7 Transition/ feelings
PD Gross motor skills	Spin, roll and independently use ropes and swings (for example, tyre swings). To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. Kick a stationary ball with either foot. Throw a ball with increasing force. Start to catch a large ball by using two hands and their chest to trap it. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Beginning to 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. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. Take part in group activities, collaborating with others Continue to develop their movement and balancing skills Use large-muscle movements						

PE	Theme: cars To work safely and develop running and stopping. Theme: airplanes To develop throwing and learn how to keep score. Theme: cyclists To play games showing an understanding of the different roles within it. Theme: buses To follow instructions and move safely when playing tag games. Theme: boats To work cooperatively and learn to take turns. Theme: trains To work with others to play team games. Consolidation
Fine motor	To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. Hold a pencil in their fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).
	
Literacy	Be able to talk about familiar books. Listens to familiar stories with increasing attention and recall. Use a wider range of vocabulary based on their own experiences. Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). Listen to simple stories and understand what is happening, with the help of the pictures. Develop play around favourite stories using props.

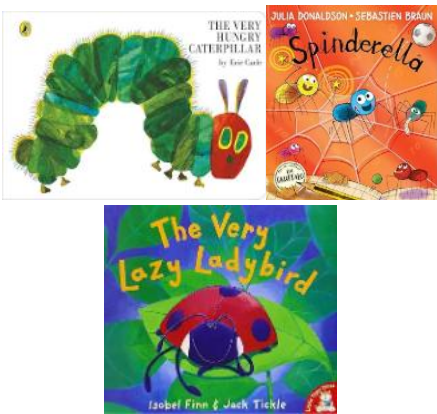
	Beginning to join in with conversations about stories and learn new vocabulary Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Make marks on their picture to stand for their name (recognise important prints to me) Listening and Attention Sing a large repertoire of songs. Be able to retell poems/stories Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Word reading Develop their phonological awareness, so that they can: - spot and suggest rhymes Speaking Ask simple questions Understand 'why' questions Comprehension Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear Writing Can hear the initial sound in a word Write all of their name, using recognisable letter shapes. Enjoy mark-making opportunities.
--	--

Fo
cu
s
tex
ts

Week 1



Week 2 &3, 4



Week 5



Week 6& 7



Outcomes	Children will be able to give instructions on how to plant a seed, answering who and what questions. Children will be able to draw pictures to be able to give instructions on how to plant a seed. They will be encouraged to make marks to help to share their learning with us. Our older children will be encouraged to listen to the sounds that they can hear in words and to write their name. Children will begin to be able to answer why questions about their growing seeds	The story teaches children about growth, change, and healthy eating habits. As the caterpillar eats different foods and grows bigger, children learn about counting, the days of the week, and the life cycle of a butterfly. The story also encourages curiosity about nature and helps develop early language and literacy skills. By the end of the story, children understand that growth and transformation take time and are a natural part of life.	Children will be able to talk about the life cycle of a plant. They will be able to draw pictures and make marks to show how plants grow. They will be able to use key vocabulary when talking about plants and re-telling stories. They will be able to answer what and why questions and will ask questions in order to find out more.	Starting schoolbooks help children prepare for the transition into a new learning environment. They encourage discussions about school routines, making new friends, and developing independence. Through the stories, children can explore and express their feelings about starting school, helping to build confidence and reduce anxiety. These books also support communication skills, emotional development, and an understanding of what to expect in a school setting.
-----------------	--	---	---	--

Mark making opportunities



Phonics

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.

Identify an object when given the initial sound.

Say the initial sound in a given word.

Clap the syllables in a word.

Can orally blend

Our Acorn children will continue to take part in a range of activities which will focus on primarily developing their speaking and listening skills. The phonic skills developed at this stage will be tuning into environmental and instrumental sounds, body percussion, rhyme and rhythm, voice sounds and oral blending and segmenting.

Our Pinecone children will continue to follow our Pip and Pap phonics scheme. They will be introduced to two new sounds each week, be taught to say the sound when they see the letter, be able to hear initial sounds in words and be able to orally blend sounds together to make a word.

They will have a range of opportunities to be able to write the sounds that they have been learning.

A main focus this half term will be around children being able to blend sounds together to make a word, e.g., d-o-g makes dog. We will play a range of games, sound out words in stories and when given instructions so that the children are able to develop their oral blending skills.

**Ma
ths
-
Ac
orn
chi
ldr
en**

Our Acorn children will be revisiting the following-

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Uses positional language.

Make comparisons between objects relating to size, length, weight and capacity

Recites numbers in order to 10.

Counts up to three or four objects by saying one number name for each item.

Recognise some numerals of personal significance.

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

They will be introduced to-

Experiment with their own symbols and marks as well as numerals.

Selects a small number of objects from a group when asked.

Compare amounts, saying 'lots', 'more' or 'same'.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Children will take part in a range of activities to help support and develop their counting skills. They will be encouraged to touch count objects, slowly and accurately to be able to say how many are in a group. They will be introduced to numerals of personal significance. They will learn new number songs.

They will be able to explore size, length, weight and capacity through a variety of practical activities. They will compare groups of objects and will begin to be able to say which has more or fewer.

They will explore shapes as they build and create.

They will look closely at patterns on dinosaurs and minibeasts and will be able to describe the patterns that they see.

Ma Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

ths Fast recognition of up to 5 objects, without having to count them individually ('subitising')

- Compare quantities using language: 'more than', 'fewer than'.

Pin Explore the composition of numbers to 10.

ec Solve real-world mathematical problems with numbers up to 5

on Recite numbers to 10 or beyond.

e Attempt to count objects, actions and sounds.

chi 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'

ldr Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).

en Shape - Know some common 2D and 3D shapes.

Time - understand *first/next*

Week 1

Making patterns together

Week 2

Making games and actions

Week 3

Show me 5

Week 4

My own pattern

Week 5

Stop at 1,2,3,4,5

Week 6

Match, sort, compare

Week 7

Consolidation

Understanding the World

Show interest in different occupations i.e. doctors, postman, refuse collectors.
Explore how things work. (problem solving & science experiments)
Able to talk about what they see, using a wide vocabulary.
Beginning to use all their senses in hands on exploration of natural materials (curious to explore and make own choices).
Explore and respond to different natural phenomena in their setting and on trips.
Care for living things
Show understanding that we need to care for living things, e.g. watering plants, handling insects gently.
Understand the key features of the life cycle of a plant and an animal
Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves"
Show interests in different occupations



RE

In RE The children will be introduced to a selection of well-known Bible stories. Through a variety of engaging and age-appropriate activities—including storytelling, songs, role-play, crafts, and discussion—they will begin to explore the themes and values within these stories, helping to develop their understanding of faith, kindness, and making good choices

Expressive Arts and Design	Express ideas and feelings through making marks and sometimes give meaning to the marks they make Able to make simple models which express their ideas. i.e. junk modelling, loose parts Beginning to develop their own ideas and then decide which materials to use to express them Explore colour and colour-mixing Use their imagination as they consider what they can do with different materials Make simple models which express their ideas Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore colour and colour mixing Use a range of different materials Create closed shapes with continuous lines and begin to use these shapes to represent objects Use blocks/construction toys to build "small worlds" e.g. a pen on a farm Enjoy mark-making opportunities Respond to music with movement
----------------------------	---

Children will also create a range of different art:



