








| | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| Potential themes / Children's interests | Marvellous Me  | Let's Celebrate  | Once Upon a Time... ...A Long Time Ago  | | Explore and Discover  | People Who Help Us  |
| Characteristics of effective learning | Playing and exploring | | Active learning | | Creating and thinking critically | |
| Launch Days | Children to bring baby photos and then try to guess who is who. | Have a party! Children to wear party/traditional clothes. | Children dressed as favourite story characters. Role play area set up as a castle. | | Children dress as an explorer and explore the school grounds. | Children dress as a person who helps us. |
| Possible Trips/ Enrichment | | Walk to the post box to post letter | Visit from an author | | | Fire service, police visit |
| Suggested Texts | <ul style="list-style-type: none"> • This is Our House • What Makes Me Me • Funnybones • Brown Bear • Rainbow Fish • The Something (RSW) | <ul style="list-style-type: none"> • The Little Red Hen (Harvest) • Star In A Jar (RSW) • Room on the Broom • Elmer's Birthday • The Jolly Postman • The Nativity | <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Gingerbread Man x2 • The 3 Little Pigs x2 • Jack and the Beanstalk/Jasper and the beanstalk x2 • Cave Babyx2 • How to Catch the Easter Bunny • Little Red (RSW) x2 | | <ul style="list-style-type: none"> • Owl Babies • Whatever Next! • The Gruffalo x2 • Where Does Our Food Come From? • Commotion in the Ocean • Handa's Surprise • The Extraordinary Gardener (RSW) | <ul style="list-style-type: none"> • A Superhero Like You • Clothesline • Fred the Firefighter • Daisy the Doctor • Topsy and Tim Meet the Police • Lighthouse Keepers Lunch • The Storm Whale (RSW) |

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| Prime Areas Of Learning And Development | Personal, Social And Emotional Development | <p>Sharing and taking turns</p> <p>Learning to follow and understand rules and routines</p> <p>Managing their personal hygiene</p> <p>Develop self confidence</p> <p>Making new friends</p> <p>Recognise what makes them special</p> <p>Who is special to them</p> <p>Know who can help them</p> <p>Beginning to recognise their feelings</p> <p>Begin to recognise similarities and differences between themselves and friends</p> | <p>Talk about and recognise their feelings</p> <p>Speaking confidently and sharing ideas in a small group</p> <p>Choose own resources, saying when they do or do not need help</p> <p>How to keep themselves safe indoors and outdoors</p> <p>Keeping safe online</p> <p>How to care and look after their friends, family and environment</p> <p>Looking after money</p> | <p>Recognise how others are feeling and show empathy and sensitivity</p> <p>Taking account of the ideas of others</p> <p>Adapting to different situations and changes to routine</p> <p>Explaining preferences with regard to activities, tasks or experiences</p> <p>Healthy eating</p> <p>Keeping our body healthy</p> <p>Begin to develop resilience</p> <p>Recognise changes in plants, animals and humans</p> |
| | Communication And Language | <p>Listen and follow stories</p> <p>Acting out roles that are familiar to them e.g from a story</p> <p>Using talk to organise, sequence and explain our ideas</p> <p>Extend vocabulary by exploring the meaning of new words</p> <p>Sustaining attention while on task</p> <p>Develop and use social phrases</p> <p>Learn and repeat rhymes and songs</p> | <p>Listen attentively</p> <p>Ask questions to find out more</p> <p>Respond to stories with relevant comments, questions and actions</p> <p>Answer how and why questions</p> <p>Use a wider vocabulary</p> <p>Describe events in detail</p> <p>Follow instructions</p> <p>Use conjunctions</p> | <p>Attend and respond to what others are saying</p> <p>Follow more complex instructions</p> <p>Use past, present and future tenses correctly when talking about events</p> <p>Follow a story without pictures or props</p> <p>Explaining ideas by drawing on previous experiences.</p> <p>Articulate ideas in sentences</p> |
| | Physical Development | <p>Develop core muscles for good posture</p> <p>Fundamental skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop overall strength, balance and coordination</p> <p>Manage person hygiene</p> <p>Begin to use pencils and scissors with some control to create lines and shapes</p> | <p>Develop fundamental skills to be used on apparatus</p> <p>Experiment with what their body can do</p> <p>Develop and refine ball skills – throwing, catching, kicking, passing, aiming, batting</p> <p>Use a pencil and scissors with more control</p> | <p>Athletics skills for sports day</p> <p>Team work</p> <p>Combine movements through gymnastics and dance</p> <p>Develop competence, precision when using a ball</p> <p>Use scissors and pencil with control</p> <p>Understand the importance of exercise</p> |

Literacy

- Recognise, copy and begin to write their own name
- How to look after books
- Phase 2 Essential Letters and Sounds programme
- Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling
- Teach high frequency words / common exception words
- Orally rehearse sentences and word count the number of words spoken prior to writing
- Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog.
- Combining words to make labels, captions, lists, phrases and short sentences
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary from texts
- Support recognition of the four parts of a simple narrative - opening, build up, problem and ending
- Begin to retell familiar stories and texts in their words and / or repetition
- Letter formation and separation of words and spaces
- Teacher model and support correct use of the Sentence Accuracy Check

- Phase 2/3 Essential Letters and Sounds programme
- Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling
- Secure and continue to teach high frequency / common exception words
- Orally rehearse sentences and word count the number of words spoken prior to writing
- Orally connect one idea or action using a range of connectives
- Re-read what they have written to check for meaning
- Combining words to make labels, captions, lists, phrases and short sentences.
- Joining words using and, joining words and clauses using 'and'
- Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary from texts
- Recognise four parts of a simple narrative - opening, build up, problem and ending
- Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.
- Sequence sentences to form short narratives.
- Letter formation Separation of words with spaces capital letters,
- Personal pronouns

- Phase 3/5 Essential Letters and Sounds programme
- Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling
- Secure and continue to teach high frequency / common exception words
- Orally rehearse sentences and word count the number of words spoken prior to writing
- Orally connect one idea or action using a range of connectives
- Re-read what they have written to check for meaning
- Combining words to make labels, captions, lists, phrases and short sentences.
- Joining words using and, joining words and clauses using 'and'
- Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
- Learn new vocabulary from texts
- Recognise four parts of a simple narrative - opening, build up, problem and ending
- Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly.
- Sequence sentences to form short narratives.
- Letter formation Separation of words with spaces Capital letters
- Personal pronoun
- Capital letters for names

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| | Mathematics | | <ul style="list-style-type: none"> Counting Matching and sorting Comparing amounts Represent, compare, and compose 1,2,3 Representing numbers to 5 1 more, 1 less <ul style="list-style-type: none"> Comparing size, mass and capacity Exploring patterns Circle and triangles Positional language Shapes with 4 sides Time | | <ul style="list-style-type: none"> Introduce zero Represent, compare, and compose 4 to 8 Combining 2 numbers Making pairs Counting to 10 Comparing numbers Number bonds to 10 <ul style="list-style-type: none"> Compare mass and capacity Length and height Time 3d shapes Spatial awareness Patterns | | <ul style="list-style-type: none"> Counting and building numbers beyond 10 Adding more Taking away Compose and decompose Doubling Sharing Odd and even Patterns and relationships <ul style="list-style-type: none"> Spatial reasoning Match, rotate, manipulate Visualise and build Mapping | | | | | |
| Understanding The World | <ul style="list-style-type: none"> Can you guess who? How they have grown Past and present focus on birthdays My life timeline – Stages of growth Animals and plants Special people, special places | | <ul style="list-style-type: none"> Outdoor Adventures – Nature, weather and seasons What is happening outside? (Autumn) Objects and materials Diwali, Christmas, Halloween, Remembrance Different ways to celebrate | | <ul style="list-style-type: none"> Exploring Maps – School from above, building maps, investigating maps, creating maps What is happening outside? (Winter) Light, space, electricity and movement Chinese New Year | | <ul style="list-style-type: none"> Toybox – Old and new toys Spot the difference – Household objects, old and new Wearing the Crown – Kings and Queens Animals and plants Easter, Eid | | <ul style="list-style-type: none"> Around the World – Home and Away, Contrasting places in the UK, City or countryside, deserts and polar areas What is happening outside? (Spring) Our changing world What can I grow for dinner? Noah and the Ark | | <ul style="list-style-type: none"> Family Tree – Recognising generations My achievements Picture detectives – Change in the environment Transport through time What is happening outside? (Summer) Scientists in the community Helping others | |
| Expressive Arts And Design | <p>Art & Design: Drawing: Marvellous marks Seasonal crafts Explore mark making using different drawing materials. Begin to draw from observations. Focus on faces and self-portraits.</p> <p>Design & Technology: Structures: Junk modelling Explore and learn about permanent and temporary joins. Use a range of materials and joining techniques.</p> | | <p>Art & Design: Painting and mixed media: Paint my world Seasonal crafts Exploring paint and different techniques through nature. Explore mixed media making collages.</p> <p>Design & Technology: Textiles: Bookmarks Develop and practise threading and weaving. Look at history of the bookmark. Design and sew their own.</p> | | <p>Art & Design: Sculpture and 3D: Creation station Seasonal crafts Explore malleable materials and natural objects. Develop use of tools and joining techniques. Design and make clay animals.</p> <p>Design & Technology: Cooking and nutrition: Soup Explore fruit and vegetables using their senses. Using the story 'The Best Pumpkin Soup', make their own vegetable soup recipe.</p> | | | | | | | |

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| | | Music – Me! Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels. | Music – My Stories Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. | Music – Everyone! Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. | Music – Our World Copy-clap some rhythms of phrases from the songs. | Big Bear Funk Copy-clap 3 or 4 word phrases from the song. Explore high pitch and low pitch using the images from the songs. | Reflect, Rewind & Replay Revise existing learning. |
| Safeguarding Links | Talking about feelings | Anti-bullying | | PANTS | | Healthy lifestyles | |