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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Possible Themes/Interests/Lines of Enquiry** | **Settling In /Feelings**  **All About Me**  **God’s World**  **Autumn**  **Harvest**  **Bears**  **Teddy Bears Picnic**  **Woodland** | **Autumn**  **Day & Night**  **Remembrance Day**  **Bonfire Night**  **Space**  **Christmas** | **Winter**  **Valentine’ Day**  **Chinese New Year**  **Dragons Knights & castles** | **Around The World**  **Pancake Day**  **Mother’s Day**  **Easter** | **Sports day** | **Father’s Day**  **Transition** |
| **Focus Texts with taught vocabulary** | **(4th and 9th Sept) Theme: Feelings**  **Colour Monster by Anna Llenas**  Feelings  Happiness  Sadness  Fear  Calm  Anger | **(28th Oct) Theme: Autumn day & Night**  After the Storm by Nick Butterworth    Storm, Thunder, Lightning, Wind, Damage, Repair | **(6th and 13th Jan) Theme: Winter**  **Stickman By Julia Donaldson**  Stick  Twig  Mast  Beach  Bow  Grate  Chimney | **(25th Feb) Theme: Around the World**  **Outside My Window By Linda Ashman**  Magnolia  River  Mountain  Boulevard  Alleyway  Ocean | **(28th April and 5th May) Theme: Growing Jack and the Jelly Beanstalk By Racheal Mortimer**  https://m.media-amazon.com/images/I/818tUzMs62L._SL1500_.jpgBeanstalk  Giant  Goose  Harp  Feast | **(9th and 16th June) Theme:Transport**  **The Train Ride By June Crebbin**    Journey  Meadow  Ticket collector Tunnel  Lighthouse  Engine |
| **Supplementary Texts** | Who Are You? - Smriti Halls - Paperback  Who are you? By Smriti Halls  You’re So Amazing By James Catchpole | https://m.media-amazon.com/images/I/61n686e3nyL._SL1002_.jpghttps://pictures.abebooks.com/inventory/md/md31932486359.jpg  The Very Helpful Hedgehog By Rosie Wellesley  The Owl Who Was Afraid Of The Dark By Jill Tomlinson | https://m.media-amazon.com/images/I/816a3sb8erL._SL1500_.jpgPercy the Post Penguin By Genevieve Aspinall  Percy the Post Penguin By Genevieve Aspinall  Poles Apart By Jeanne Willis | https://m.media-amazon.com/images/I/61Xs4qK6aSL._SL1000_.jpgRead At the Same Moment, Around the World Online by Clotilde Perrin | Books  At the same moment, around the world By Clotilde Perrin  The Book With No Pictures By B.J.Novak | https://m.media-amazon.com/images/I/918J09860ZL._SL1500_.jpg  Jim And The Beanstalk By Raymond Briggs  Shhh! By Sally Grindley | The Hundred Decker Bus By Mike SmithWilliam Bee's Wonderful World of Things That Go! By William Bee  The Hundred Decker Bus By Mike Smith  William Bee’s Wonderful World of Things That Go By By William Bee **(Non-Fiction)** |
|  | **(9th Sept) Theme: All about me**  **Super Duper You! Sopy Henn**    Proud  Different  Super  Grow  Twinkly  Bold | (**4th Nov) Theme: Diwali/Bonfire Night**  **The Best Diwali Ever By Sonali Shah**    Diwali  Temple  Indian  Festival  Rangoli  Divas | **(20th Jan) Theme Dragons/Knights/Castles**  **Zog By Julia Donaldson**    Dragon  Practise  Soared  Fearsome  Capture  Zigzagged | **(3rd March) Theme: Pancake Day**  **Mr Wolf’s Pancakes By Jan Fearnley**    Recipe  Ingredients  Money  Cook  Shopping List | **(12th and 19th May) Theme: Minibeasts**  **The Very Hungry Caterpillar By Eric Carle**  The Very Hungry Caterpillar (Big Board Book) By Eric CarleEgg  Cocoon  Nibbled  Caterpillar  Butterfly  Hungry | **(23rd and 30th June) Theme: Under the Sea. The Rainbow Fish By Marcus Pfister**    Sparkling  Shimmering  Glimmering  Flashing  Glittering  Shiny |
| Supplementary Texts | https://m.media-amazon.com/images/I/81VUiHgRBNL._SL1500_.jpgDr Roopa's Body Books: The Brilliant Brain | Walker Books AustraliaDr Roopa’s Body Books: The brilliant brain by Dr Roopa Farooki **(Non-Fiction**)  Wise about my body: An introduction to the human body **(Non-Fiction)** | https://images-na.ssl-images-amazon.com/images/S/compressed.photo.goodreads.com/books/1660147764i/60320516.jpgLittle Glow by Katie Sahota Children's Book  Little Glow By Katie Sahota  It’s Diwali By Kabir Sehgal **(Non-Fiction)** | https://images-na.ssl-images-amazon.com/images/S/compressed.photo.goodreads.com/books/1348568401i/2357950.jpgWatch Zog and the Flying Doctors | Prime Video  Zog and The Flying Doctors By Julia Donaldson  A dragon on The Doorstep By Stella Blackstone | Chapatti Moon By Pippa GoodhartThe Giant Jam Sandwich By John Vernon Lord  Chapatti Moon By Pippa Goodhart  The Giant Jam Sandwich By John Vernon Lord | https://m.media-amazon.com/images/I/81lzcY4PgPL._SL1500_.jpg  Mad about Minibeasts By Giles Andreae  The Big Book Of Bugs By Yuval Zommer | https://pictures.abebooks.com/isbn/9781407195100-uk.jpghttps://m.media-amazon.com/images/I/91L++VW1agL._SL1500_.jpghttps://m.media-amazon.com/images/I/914XC2C2FYL._SL1500_.jpg  Clean up! By Nathan Bryon  Commotion In The Ocean By Giles Andreae  Somebody Swallowed Stanley By Sarah Roberts |
|  | **(16th Sept) Theme: Homes**  **On the way home by Jill Murphy**  Sneaking  Zooming  Lumbering  Slithering  Gliding  Soaring | **(11th and 18th Nov) Theme: Traditional Tales**  **The Three Little Pigs An Architectural Tale By Linda Newbery**  https://pictures.abebooks.com/isbn/9780810989412-uk.jpgScraps  Glass  Stone/Concrete  Greenhouse  Architect  Build | **(27th Jan) Theme: Chinese New Year**  **The Great Race By Emily Hiles**    Sparkled  Buy The Great Race: The Story of the Chinese Zodiac by Emily Hiles With ...Swayed  Breeze  Emperor  Shore  Wise | **(10th and 17th March Theme: Animals**  **Handa’s Surprise By Eileen Browne**  Juicy  Ripe  Sweet Smelling  Spiky  Tangy  Guava |  | **(7th and 14th July) Theme: Transition**  **Blow a Kiss By Joseph Coelho** |
| https://home.oxfordowl.co.uk/wp-content/uploads/2022/07/martha-maps-it-out.jpg  Martha Maps it out By Leigh Hodgkinson  Home by Carson Ellis | https://m.media-amazon.com/images/I/81+PSQBd+2L._SL1500_.jpg  Three Little Pigs By Ladybird  Rubbish? Don’t Throw It Away By Linda Newbery | Chinese New Year By Nancy Dickmannhttps://pictures.abebooks.com/isbn/9781406395341-uk.jpg  Chinese New Year By Nancy Dickman  Maisy’s Chinese New Year By Lucy Cousins | A is for Africa by Marc Christopher | Goodreadshttps://pictures.abebooks.com/inventory/30692236914.jpg  A is for Africa By Louisa Olafuyi **(Non-Fiction)**  A gift for Amma By Meera Siriam |  |  |
| **(23rd and 30th Sept) Theme: Bears**  **Brown Bear Brown Bear What do you see By Eric Carle**  Red bird  Yellow Duck  Blue Horse  Green Frog  Purple Cat  White Dog ETC | **(25th Nov and 2nd Dec) Theme: Space**  **How to Catch a Star Oliver Jeffers**  Stars  Appear  Waited  Spaceship  Fallen  Floating | **(3rd and 10th May) Theme: The Gingerbread Man**  Gingerbread  Catch  Chase  Baker  Clever  Crept | **(24th and 31st March) Theme: Superheroes Supertato By Sue Hendra**  Supermarket  Conveyor Belt  Vegetables  Vanished  Freezer  Crept |  |  |
| Where's My Teddy? By Jez Alboroughhttps://m.media-amazon.com/images/I/81MXviKRndL._SL1500_.jpg  My Encyclopaedia of Very Important Animals by DK  Where’s My Teddy By Jez Alborough | https://m.media-amazon.com/images/I/719w68sME8L._SL1500_.jpghttps://productimages.worldofbooks.com/1840114452.jpg  Man on the Moon By Simon Bartram  Mae Jemison By Maria Is Vegagra | https://pictures.abebooks.com/isbn/9781771473521-uk.jpg  A Ticket Around The World By Natalia Diaz and Melissa Owens. | https://m.media-amazon.com/images/I/71Zl4v94dQL._SL1405_.jpgThere's a Superhero in Your Book - Penguin Books Australia  There’s a Superhero In Your Book By Tom Fletcher  Oliver’s Vegetables By Vivian French |  |  |
| **(7th Oct) Theme: Harvest**  **The Little Red Hen By Ladybird**  Ladybird First Favourite Tales: The Little Red Hen | Penguin Books ...  Farmyard  Wheat  Grains  Flour  Mill  Baker | **(9th and 16th Dec) Theme: Christmas**  **The Jolly Christmas Postman Janet & Allan Ahlberg**    **The Birth of Jesus By Cathy Jones**  Nativity Mary, Joseph, Jesus, Angel Gabriel, shepherds, angels, wise men |  | **(14th April) Theme: Easter**  **The Bunny Who Came for Breakfast By Rachael Davis** |  |  |
| Supplementary Texts | I Love the Seasons: Autumn By Lizzie Scotthttps://m.media-amazon.com/images/I/91LtJHVt4HL._SL1500_.jpg  Pumpkin Soup by Helen Cooper  I love the seasons: Autumn By Lizzie Scott **(Non-Fiction)** |  |  | The Hot Cross Bunny By Carys BexingtonThe Easter Story By Katherine Sully  The Easter Story By Katherine Sully  The Hot Cross Bunny By Carys Bexington |  |  |
|  | **(14th Oct) Theme: Autumn**  **The Leaf Man By Lois Ehlert**  North/East/South/West  **https://m.media-amazon.com/images/I/91tME9TpS4L._SL1500_.jpg**Prairie Meadows  Lake Breeze  Winter Squash  Rustlle  Drifting |  |  |  |  |  |
| Supplementary Texts | Fletcher and the Falling Leaves By Julia Rawlinsonhttps://m.media-amazon.com/images/I/81PJ962jdLL._SL1406_.jpg  The Leaf Thief by Alice Hemming  Fletcher And The Falling Leaves By Julia Rawlinson |  |  |  |  |  |
| **Experiences** | Making bread  Autumn Walk  Visiting Church  Pray, stay and play sessions | Posting letters to the post box. Sending and receiving letters.  Teddy Bears Picnic  Harvest Festival.  Nativity play.  Visiting Church  Pray, stay and play sessions. | Chinese New Year Party - Dragon Dancing, tasting Chinese food.  Winter Walk  Building Snowmen  Visiting Church  Pray, stay and play sessions. | Making Pancakes  Visiting Church  Mother’s Day Assembly  Baking Easter Nests  Pray, Stay and Play | Growing Beans  Visiting Church  Tasting Fruit  Sports day | Visiting Church  Enterprise Week  Sports Day  Pray, stay and Play.  Father’s Day Stay & Play |
| **RE** | **God’s World**  To know that God loves and cares for each one of us and reflect on this.  Hear about and respond to the things God created for us.  Know that God has asked us to care for the world. Think of ways in which we can help to do it. To know that God made each one of us different and special. Reflect on this. | **God’s Family**  Be aware that God made all the people in the world to be part of his family and that we are part of it too. Know that God made us to know and love him and to show our love for him by helping one another. To know that God has given us gifts so that we can show his love to others. To know that God’s greatest gift was to send his only son Jesus and respond to that gift. | **Getting to Know Jesus**  To know that Jesus has a great love for each one of us. Think of ways in which we can show our love for Jesus. Hear that Jesus cured people who were ill. Think of ways in which we can show our love for people who are ill. Begin to know that Jesus showed he was the son of God at the Wedding of Cana. Begin to think about what this means for us. | **Sorrow and Joy**  Understand that we are capable of hurting others and that we should always try to be kind to each other. Know that we can say sorry when we hurt someone but we need to ask Jesus to help us to do this. Know that Jesus forgave those who hurt him and know that we can forgive other people when they hurt us. Know that we need to ask Jesus to help us be kind to others. | **New Life**  Begin to understand that because Jesus rose from the dead we can experience Easter. Know the story of Jesus appearing to Mary Magdalene when he rose from the dead and begin to understand why this story is important. Begin to understand the special gift of joy and peace that Jesus gave to the disciples and can give to us. Know the story of Jesus going back to his Father in heaven. | **The Church**  Know that we call the church the family of God and that we can all belong to his family. Know that a church building is a holy place where we can all pray and are welcome. Know that Jesus is present in a special way in the tabernacle and we can visit him. Know and be thankful that lots of people help look after the church for us. Know why Sunday is a special day for us. |
| **Ten Ten (RE and PSE)** | **Module 1: Unit 1**  **Story sessions:** Handmade with love**.** | **Caritas in Action Work** | **Module 1, Unit 2.**  **Session 1:** I am me  **Session 2**: Head, Shoulders, Knees and Toes  **Session 3**: Ready Teddy? | **Module 1, Unit 3.**  **Session 1:** I like, You like, We All Like!  **Session 2**: All the feelings  **Session 3:** Let’s Get Real. | **Module 1, Unit 4.**  **Session 1**: Growing Up!  **Session 2:** New People, New Places!  **Module 3, Unit 1**  **Session 1:** God Is Love. | **Module 3, Unit 1**  **Session 2:** Loving God, Loving Others  **Module 3, Unit 2**  **Session 1:** Me, You, Us  **Session 2:** When I Grow Up  **Session 3**: Money Doesn’t Grow On Trees |
| **RE Vocabulary** | **God, love, world, created, creation, world, beginning, care, light, sky, sea, land, sun, moon, animals, people, made, different, special, reflect, bible** | **God, family, made, people, special, love, helping, Elizabeth of Hungary, gifts, Jesus, Nativity, kings, shepherd, Angel Gabriel, angels, innkeeper, Bethlehem, Joseph, Mary, Christmas, Advent. bible** | **Jesus, love, show, children, disciples, cured, helped, ill, healed, miracle, Pool of Bethzatha, hospital, doctors, nurses, wedding at Cana , wedding, Mary, Jesus, water, wine, bible** | **Jesus, forgive, forgiveness, kind, God, Father, sorry, hurt, Zacchaeus, share, feeding the 5,000, bible** | **Jesus, dead, Easter, Mary Magdalene, gift, joy, peace, Father, God, heaven, alive, good news, disciples, holy spirit, heaven, bible, Jerusalem** | **Church, family, God, holy, special, tabernacle, Sunday, people, priest, altar, holy water, bible** |
| **British Values** | **Democracy**   * Allow children to take part in decisions. * Encourages inquiry among the children. * Encourage sharing and collaboration.   **Rule of Law**   * Consistent, clear rules * Partake in cause and effect activities to teach children the consequences of their actions. * Discuss the children’s emotions to show how their actions effect others.   **Individual Liberty**   * Encourage child-led play and allow them to make independent decisions. * Help the children to explore and explain their thoughts, curiosities and feelings. * Supplement diversity and inclusion with resources that depict diversely.   **Mutual Respect and Tolerance**   * Explore and discuss similarities and differences between people and cultures. * Celebrate multicultural traditions and festivals. * Role-model ‘treat others how you want to be treated’ | | | | | |
| Communication and Language | To understand how to listen carefully and why listening is important.  To learn new vocabulary.  To use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Develop social phrases.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | | |
| **ELG Listening, Attention and Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **ELG Speaking**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher | | | | | |
| Personal, Social and Emotional Development | To see themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. - Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing:   * Regular physical activity * Healthy eating * Toothbrushing * Sensible amounts of ‘screen time’ * Having a good sleep routine * Being a safe pedestrian | | | | | |
| ***ELG* Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **ELG Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **ELG Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. | | | | | |
|  | | | | | |
| PE Directed Teaching Focus | **Movement** | **Gymnastics** | **Dance** | **Ball Skills** | **Athletics & Games** | **Atheletics & Games** |
| Physical Development | **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb.** Via movement, balance and travel and outdoor provision- eg trim trail, large scale construction etc  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming** ( P.E. curriculum –all terms & and outdoor play throughout year. )  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Combine different movements with ease and fluency (**movement Aut 1,  **Develop and refine a range of ball skills, throw, catch, kick, pass, bat, aim** (Spring 2 Sum 2 athletics and games and in outdoor provision throughout the year.) | **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb.** Via gymnastics  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming** ( P.E. curriculum –all terms & and outdoor play throughout year. )  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Combine different movements with ease and fluency gymnastics**  **Use large apparatus** | **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb**  Progress to a more fluent style of moving, with developing control and grace.  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming** ( P.E. curriculum –all terms & and outdoor play throughout year. )  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Combine different movements with ease and fluency -dance**  **Use large apparatus** | **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb**  Spring 2 outdoors climbing apparatus and bikes and ball skills  **Develop and refine a range of ball skills, throw, catch, kick, pass, bat, aim** athletics and games and in outdoor provision throughout the year.  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming** ( P.E. curriculum –all terms & and outdoor play throughout year. )  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Use large apparatus** | **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb**  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming**  **Develop and refine a range of ball skills, throw, catch, kick, pass, bat, aim** athletics and games and in outdoor provision throughout the year( P.E. curriculum –all terms & and outdoor play throughout year. )  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Combine different movements with ease and fluency**  **Use large apparatus** | **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb**  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming**  **Develop and refine a range of ball skills, throw, catch, kick, pass, bat, aim** athletics and games and in outdoor provision throughout the year ( P.E. curriculum –all terms & and outdoor play throughout year. )  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Use large apparatus** |
| **Outdoor provision**- building, climbing frame, construction area crates, planks, wooden building blocks,etc throughout the year | | | | | |
| **Fine Motor Skills** | | | | | |
| **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp | **Fine motor**  **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp | **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp | **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp | **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp | **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp |
| **ELG Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – **using the tripod grip in almost all cases**.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | | | | |
| Literacy | Listen, Learn and sing a wide variety of Nursery Rhymes that relate to Topics and Yearly Themes (Seasons)  To know that print has meaning. To know that print is read from left to right.  To know the names of different parts of the book.  **Front cover, back cover,**  To recognise own name confidently  To recognise and talk about print that is meaningful (Number of door, street name etc  To say a sound for each letter of the alphabet.  **.** | Listen, Learn and sing a wide variety of Nursery Rhymes that relate to Topics and Yearly Themes (Seasons)  To recognise and talk about print that is meaningful (Number of door, street name etc  Recognise other children’s names in class and print that is meaningful  To know the names of different parts of the book.  **Front cover, back cover, title, blurb,**  To say a sound for each letter of the alphabet.  To know the difference between a fiction and a non-fiction book. | Listen, Learn and sing a wide variety of Nursery Rhymes that relate to Topics and Yearly Themes (Seasons)  Able to segment and blend confidently to read familiar and unfamiliar words.  To know the names of different parts of the book.  **Front cover, back cover, title, blurb, spine, author.**  Writing captions, speech bubbles, simple sentences, use consonant digraphs and a few vowel digraphs  To know the difference between a fiction and a non-fiction book.  To read simple sentences and books that are consistent with their phonic knowledge, including some common exception words | Listen, Learn and sing a wide variety of Nursery Rhymes that relate to Topics and Yearly Themes (Seasons)  Writing captions, speech bubbles, simple sentences using consonant digraphs and a few vowels digraphs  To know the difference between a fiction and a non-fiction book.  To know the names of different parts of the book.  **Front cover, back cover, title, blurb, spine, author, illustrator.**  To read simple sentences and books that are consistent with their phonic knowledge, including some common exception words | Listen, Learn and sing a wide variety of Nursery Rhymes that relate to Topics and Yearly Themes (Seasons)  Writing simple sentences, simple instructions, use consonant digraphs and a range of vowel digraphs  To know the difference between a fiction and a non-fiction book.  To know the names of different parts of the book.  **Front cover, back cover, title, blurb, spine, author, illustrator.**  To read simple sentences and books that are consistent with their phonic knowledge, including some common exception words | Listen, Learn and sing a wide variety of Nursery Rhymes that relate to Topics and Yearly Themes (Seasons)  Writing simple sentences, simple recount, simple story, use consonant digraphs and a range of vowel digraphs, and adjacent consonants  To know the difference between a fiction and a non-fiction book.  To read simple sentences and books that are consistent with their phonic knowledge, including some common exception words#  To know the names of different parts of the book.  **Front cover, back cover, title, blurb, spine, author, illustrator.** |
| Phonics | Week 1 – s a t p  Week 2 – i n m d  Week 3 – g o c k (is)  Week 4 – ck e u r (I)  Week 5 – h b f l (the) | Week 1 – ff ll ss j (put, pull, full, as)  Week 2 – v w x y (and has his her)  Week 3 – z zz qu. Words with s added at the end (hats sits) ch (go no to into)  Week 4 - sh th ng nk  Week 5 – words with s added at the end (hats sits). Words ending s/z (his) and with s/z added at the end (bags). (we me be) | Week 1 – ai ee igh oa  Week 2 – oo oo ar or (was you they)  Week 3 – ur ow oi ear (my by all)  Week 4 – air er. Words with double letters: dd mm tt bb rr gg pp ff (are sure pure)  Week 5 – longer words | week 1 – review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear  week 2 – review phase 3: er, air. Words with double letters. Longer words.  Week 3 – words with two or more diagraphs.  Week 4 – longer words. Words ending in –ing. Compound words.  Week 5 – longer words. Words with s in the middle /s/z. words ending –s. words with –es at end /z. | Week 1 – short vowels CVCC (said, so, have, like)  Week 2 – short vowels CVCC CCVC (some, come, love, do)  Week 3 – short vowels CCVCC CCCVC CCCVCC. Longer words.  Week 4 – longer words. (were, here, little says). Compound words. (there, when, what, one)  Week 5 – root words ending in: -ing, -ed /t/, -ed /id, /ed/ -est. (out, today) | Week 1 – long vowel sounds CVCC CCVC  Week 2 – long vowel sounds CCVC CCCVC CCV CCVCC  Week 3 – phase 4 words ending –s/s  Phase 4 words ending –s/z  Phase 4 words ending –es. Longer words  Week 4 – root word ending in: -ing, -ed/t, -ed/id/ed, -ed/d.  Week 5 – phase 4 words ending in: -s/s, -s/z, -es/, longer words. |
|  | **ELG Comprehension**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  **ELG Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **ELG Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. | | | | | |
| Mathematics  (See Maths Long Term Plan) | **Getting to know you (2 weeks)**  **Match, Sort And Compare (2 weeks)**   * Match Objects * Match Pictures and Objects * Identify A Set * Sort objects to a type * Explore sorting techniques * Create sorting rules * Compare amounts   **Talk about and measure pattern (2 weeks)**   * Compare size * Compare mass * Compare capacity * Explore simple patterns * Copy and continue simple patterns * Create simple patterns | **It’s Me 1,2,3 (2 weeks)**   * Find 1,2 and 3 * Subitise 1, 2 and 3 * Represent 1, 2 and 3 * 1 more * 1 less * Composition of 1, 2 and 3   **Circles and Triangles (1 week)**   * Identify and name circles and triangles * Compare circles and triangles * Shapes in the environment * Describe position   **1,2,3,4,5 (2 weeks)**   * Find 4 and 5 * Subitise 4 and 5 * Represent 4 and 5 * 1 more * 1 less * Composition of 4 and 5 * Composition of 1-5   **Shapes with 4 sides (1 week)**   * Identify and name shapes with 4 sides. * Combine shapes with 4 sides * Shapes in the environment * My day and night | **Alive in 5 (2 weeks)**   * Introduce 0 * Find 0 to 5 * Subitise 0 to 5 * Represent 0 to 5 * 1 more * 1 less * Composition * Conceptual subitising to 5   **Mass And Capacity (1 week)**   * Compare mass * Find a balance * Explore capacity * Compare capacity   **Growing 6,7,8 (2 weeks)**   * Find 6, 7 and 8 * Represent 6, 7 and 8 * 1 more * 1 less * Composition of 6, 7 and 8 * Make pairs-odd and even * Double to 8 (find a double) * Double to 8 (make a double)   **Length Height and Time (2 weeks)**   * Explore length * Compare length * Explore height * Compare height * Talk about time * Order and sequence time | **Building 9 and 10 (3 weeks)**   * Find 9 and 10 * Compare numbers to 10 * Represent 9 and 10 * Conceptual subitising to 10 * 1 more * 1 less * Composition to 10 * Bonds to 10 (2 parts) * Make arrangements of 10 * Bonds to 10 (3 parts) * Double to 10 (find a double) * Double to 10 (make a double) * Explore even and odd   **Explore 3-D Shapes (2 weeks)**   * Recognise and name 3-D Shapes * Find 2-D shapes within 3-D shapes * Use 3-D shapes for tasks * 3-D shapes in the environment * Identify more complex patterns * Copy and continue patterns * Patterns in the environment | **To 20 and beyond (2 weeks)**   * Build numbers beyond 10 (10-13) * Counting patterns beyond 10 (10-13) * Build numbers beyond 10 (14-20) * Counting patterns beyond 10 (14-20) * Verbal counting beyond 20 * Verbal counting patterns   **How many now? (1 week)**   * Add more * How many did I add? * Take away * How many did I take away?   **Manipulate, Compose and decompose (2 weeks)**   * Select shapes for a purpose * Rotate Shapes * Manipulate Shapes * Explain shape arrangements * Compose shapes * Decompose shapes * Copy 2-D shape pictures | **Sharing and Grouping (2 weeks)**   * Explore sharing * Sharing * Explore grouping * Grouping * Even and odd sharing * Play with and build doubles   **Visualise, Build and Map (3 weeks)**   * Identify units of repeating patterns * Create own pattern rules * Explore own pattern rules * Replicate and build scenes and constructions * Visualise from different positions * Describe positions * Give instructions to build * Explore mapping * Represent maps with models * Create own maps from familiar places * Create own maps and plans from story situations.   **Make Connections (1 week)**   * Deepen understanding * Patterns and relationships |
| Maths Texts | We're Going on a Bear Hunt By Michael RosenWhere's My Teddy? By Jez Alboroughhttps://m.media-amazon.com/images/I/81tFqyHOQWL._SL1500_.jpg We’re Going On A Bear Hunt By Michael Rosen  Where’s My Teddy By Jed Alborough  Goldilocks And The Three Bears | Shapes, Shapes, Shapes by Tana Hobanhttps://m.media-amazon.com/images/I/71BapHTVylL._SL1160_.jpgPete the Cat and His Four Groovy Buttons By Eric Litwin  Pete The Cat And His Four Groovy Buttons By Eric Litwin  Night Monkey Day Monkey By Julia Donaldson  Shape Shapes Shapes By Tana Hoban | SUPERWORM PB By Julia Donaldsonhttps://m.media-amazon.com/images/I/A1YAEAiUDAL._SL1500_.jpghttps://www.theworks.co.uk/dw/image/v2/BDXF_PRD/on/demandware.static/-/Sites-master-catalog-tws-uk/default/dwc2ae8359/9781509804771_Z.jpg?sw=400&sh=400&sm=fit  Room On The Broom By Julia Donaldson  Six Dinner Sid By Inga Moore  Superworm By Julia Donaldson | Naughty Bus By Jan OkeTitch By Pat HutchinsimageOfProduct id = 382091011  The Snail And The Whale By Julia Donaldson  Titch By Pat Hutchins  Naughty Bus By Jan Oke | One Ted Falls Out of Bed By Julia DonaldsonTAD  Tad By Benji Davies  One Ted Falls Out Of Bed By Julia Donaldson  Gingerbread Man By Ladybird | What the Ladybird Heardhttps://m.media-amazon.com/images/I/71Xu1uGO3SL._SL1250_.jpg https://m.media-amazon.com/images/I/81lWKD06eNL._SL1500_.jpg  The Gruffalo By Julia Donaldson  In Every House On Every Sheet By Jess Hitchman  What The LadyBird Heard By Julia Donaldson |
|  | **ELG Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **ELG Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |
| Understanding the World | | | | | | |
| Science | **Humans-**  Can name and label further body parts.  **All about me shoulder, elbow, palm, ankle, fingertips, finger, thumb, eyebrows, eyelashes, crown All About Me**  Change and recognise self.  **Change, grow, crawl, walk, run, talk, jump, eat, sit, stand, different, similar, short, tall**  Identify extended family.  **Grandparents, auntie, uncles, cousins All about me**  **Senses** Describe what they can taste, smell, touch, hear, see  **salty, sweet, sour, burning, smoky, squishy, hard, soft, smooth, spiky, hot, cold, loud, quiet, whisper, noisy, close, far Throughout year**  **Materials –Including changing materials**  Explore a range of materials, including natural materials. Talks about differences between materials and changes they notice.  **harvest fruit/vegetables, seeds, pods, acorns, conkers. conker case, leaves, grains-wheat, oats,**  **woodland animals- Spiky, smooth, furry, soft,**  **changing materials -bake, heat, runny, sticky, thick (see also Art & DT)**  Explores the natural world around them.  **trees, mud, grass, habitat,**  **Seasons**  Names and order seasons.  **Autumn, Winter, Spring, Summer, order, first, then, next, last, after, before**  Understand the effects of seasons on the natural world, discussing when and how things grow. Name and talk about weather. **Autumn 1 & 2 Change** **Autumn Sleet, hail stones, gales,/strong wind/breeze, shower, leaf fall** **Hibernate, migrate**  **Plants**  Can talk about different types of plants**- All terms plants, bushes, trees, grass, flowers, vegetables**  **Animals (excluding humans)**  Can name, & describe different groups of animals **woodland animals, hedgehogs, fox, rabbit, badger,owl, hibernate, hibernate environment, camouflage, on land, in water, migrate throughout year**  **Explore the natural world around them.(care for environments**)  **Recycle, reuse, reduce, danger, damage, litter, tidy, rubbish, decay link to R.E. God’s world),**  **Sound**  **See Charanga plan for vocabulary** | **Humans-**  **Senses** Describe what they can taste, smell, touch, hear, see  **salty, sweet, sour, burning, smoky, squishy, hard, soft, smooth, spiky, hot, cold, loud, quiet, whisper, noisy, close, far Throughout year**  **Seasons**  Names and order seasons.  **Autumn, Winter, Spring, Summer, order, first, then, next, last, after, before**  Understand the effects of seasons on the natural world, discussing when and how things grow. Name and talk about weather. **Autumn 1 & 2 Change,** **Autumn Sleet, hail stones, gales,/strong wind/breeze, shower, leaf fall** **Hibernate, migrate**  **Plants**  Can talk about different types of plants**- All terms plants, bushes, trees, grass, flowers, vegetables**  **Earth & space**  **moon, planets and stars**  **sun, moon, Earth, light source, star, planet (names of some), sky, day, night, light, dark, space, astronaut, orbit, rocket, gravity,**  **Forces**  Wind-**blow, move,**  **invisible, & see weather above**  **Sound**  **See Charanga plan for vocabulary**  **Light**  **light source (space)** | **Humans-**  **Senses** Describe what they can taste, smell, touch, hear, see  **salty, sweet, sour, burning, smoky, squishy, hard, soft, smooth, spiky, hot, cold, loud, quiet, whisper, noisy, close, far Throughout year**  **Materials –Including changing materials**  Explore a range of materials, including natural materials. Talks about differences between materials and changes they notice.    **Spring 1 water, ice, frozen, solid, liquid,**  **changing materials -bake, heat, runny, sticky, thick (see also Art & DT)**  Explores the natural world around them.  **trees, mud, grass, habitat,**  **Seasons**  Names and order seasons.  **Autumn, Winter, Spring, Summer, order, first, then, next, last, after, before**  Understand the effects of seasons on the natural world, discussing when and how things grow. Name and talk about weather.  **Winter storm, fog, frost, icicles, bare, wind, blow, move, gales, invisible**  **Light-clouds**  **Plants**  Can talk about different types of plants**- All terms plants, bushes, trees, grass, flowers, vegetables**  **Animals (excluding humans)**  Can name, & describe different groups of animals **arctic animals, polar bears, penguins, sea lions, seals, reindeer, moose, arctic fox, wolves, environment, camouflage, on land, in water, migrate throughout year**  **Forces**  Explore how to change how things work,  **Sound**  **See Charanga plan for vocabulary**  **Light**  **(weather) clouds spring 1** | **Humans-**  **Senses** Describe what they can taste, smell, touch, hear, see  **salty, sweet, sour, burning, smoky, squishy, hard, soft, smooth, spiky, hot, cold, loud, quiet, whisper, noisy, close, far Throughout year**  **Seasons**  Names and order seasons.  **Autumn, Winter, Spring, Summer, order, first, then, next, last, after, before**  Understand the effects of seasons on the natural world, discussing when and how things grow. Name and talk about weather  **Spring 2 Sum1 (weather dependent) emerge, warmer, growth, buds, leaflets, buds, blossom,**  **Plants**  Can talk about different types of plants**- All terms plants, bushes, trees, grass, flowers, vegetables**  Can name, & describe different groups of animals **African animals lion, zebra, giraffe environment, camouflage, on land, in water, migrate throughout year**  **Magnetism**  **attract, repel, Sum 1 & see compass work in geography mapping**  **Sound**  **See Charanga plan for vocabulary** | **Humans-**  **Senses** Describe what they can taste, smell, touch, hear, see  **salty, sweet, sour, burning, smoky, squishy, hard, soft, smooth, spiky, hot, cold, loud, quiet, whisper, noisy, close, far Throughout year**  **Materials –Including changing materials**  **changing materials -bake, heat, runny, sticky, thick (see also Art & DT)**  Explores the natural world around them.  **trees, mud, grass, habitat,**  **Seasons**  Names and order seasons.  **Autumn, Winter, Spring, Summer, order, first, then, next, last, after, before**  Understand the effects of seasons on the natural world, discussing when and how things grow. Name and talk about weather.  **Spring 2 Sum1 (weather dependent) emerge, warmer, growth, buds, leaflets, buds, blossom,**  **dew, sunshine, shadows**  **Plants**  Can talk about different types of plants**- All terms plants, bushes, trees, grass, flowers, vegetables**  Can explain simple life cycles( bean plant)  **Bean plant, stalk, leaf, flowers, tall, bean pods,**  **Animals-excluding humans**  Can explain simple life cycles –frogs & butterflies  **Frogspawn, tadpoles, froglet, frog, grow, change, egg, caterpillar, chrysalis/cocoon, butterfly**  Can name, & describe different groups of animals**- mini beasts, frogs, butterflies, ladybirds, snails, slugs, worms, ants, flies, spiders, woodlice, in water Sum 1**  **environment, camouflage, on land, in water, migrate throughout year**  **Sound**  **See Charanga plan for vocabulary**  **Forces**  Magnetism  **attract, repel, Sum 1 & see compass work in geography mapping** | **Humans-**  **Senses** Describe what they can taste, smell, touch, hear, see  **salty, sweet, sour, burning, smoky, squishy, hard, soft, smooth, spiky, hot, cold, loud, quiet, whisper, noisy, close, far Throughout year**  **Plants**  Can talk about different types of plants**- All terms plants, bushes, trees, grass, flowers, vegetables**  **Animals (excluding humans)**  Can name, & describe different groups of animals **under the sea creatures, sharks, rays, fish, crabs, octopus, whales, in water , ocean Sum 2**  **environment, camouflage, on land, in water, migrate throughout year**  **Forces**  Explore how to change how things work,  **floating & sinking , explore how objects move in water- Summer 2**  **Float, sink, up, down, heavy, light, surface, bottom, fast/slow & other comparatives & superlatives sum 2 Under the sea**  i**nvisible, & see weather above**  **Sound**  **See Charanga plan for vocabulary**  **Light**  **Transparent/opaque, pale,**  **Sun,shadows,shady** |
| Geography | Identify features on a simple map.  **All about me**  **Tree, House, River, Mountain**  **Road**  **Compass and compass points- north, south, east west**  Can use maps to locate objects in ‘real life’, for example in the classroom/playground.  **All about me Rooms, Classroom**  **Playground, Outside , Inside**  Talk about local environments (their road, the park, the library, Eccles, Supermarkets) **Local Area Library, swimming pool, Trafford centre, Eccles, Morrisons, Aldi, Smyths, Park, name of their road etc.**  Can identify similarities and difference between homes in our country. **(Repeat from Nursery due to new cohort of chn) All About Me- Flat**  **Bungalow, House**  Talk about what they see in their own environment (school/home) using a wide range of vocabulary. **All about me (Progressive throughout the year)**  **(Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).** | Can name at least one other country.  **Christmas around the world**  To know how children celebrate their special festivals (other cultures).  **Christmas around the world) St. Nicholas, Poland, Carp, makowiec (poppy seed roll), India, Christians Tradition, banana/mango tree. Neureos (pastries). Paper lanterns**  To compare and contrast differences between homes in other countries (internally / externally).  **Three Little Pigs straw, brick, hay**  Recognises some environments are different to the one in which they live **Three little pigs , Space**  Use pictures to compare and contrast environments around the world. **Three little pigs, Space planets, sun, moon, earth, star, space, astronaut, rocket.**  Talk about what they see in their own environment (school/home) using a wide range of vocabulary  **(Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).** | Can name at least one other country  **Chinese New Year**  **Winter- Polar regions-Arctic/Antarctic**  Can name the 4 countries of the Uk and at least 2 other countries. **The Gingerbread Man – travelling round different countries UK**  **Chinese New Year Winter/Arctic/Antarctic**  To compare and contrast differences between homes in other countries (internally / externally).  **Arctic igloo**  To know how children celebrate their special festivals (other cultures).  **Chinese New Year-dragon, zodiac animals, lanterns, firecracker, noodles, chopsticks, rituals, rice bowls**  Recognises some environments are different to the one in which they live  **Chinese New Year**  **RE: Cafod. poverty, poor, hungry, thirsty, homeless**  Use pictures to compare and contrast environments around the world  **Chinese New Year**  **Gingerbread Man- names of countries.**  Talk about what they see in their own environment (school/home) using a wide range of vocabulary  **(Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).** | Can name at least one other country  **Handa’s Surprise**  **Africa, China,** Can name the 4 countries of the Uk and at least 2 other countries  **Handa’s Surprise**  **Africa, China, Arctic, Map**  **Continent, Country, Travel**  To make comparisons between life for children in this country and life for children in other countries. **Handa’s Surprise**  To know that different countries have different homes.  **Handa’s Surprise**  **Similarities, Differences, Huts**  **Flats, Round house**  **Pancake Day around the world Sweden, fettsdagen, Brazil, Estonia, Iceland.**  Talk about what they see in their own environment (school/home) using a wide range of vocabulary Talk about what they see in their own environment (school/home) using a wide range of vocabulary **(Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).** | Talk about what they see in their own environment (school/home) using a wide range of vocabulary  **(Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).** | Recognises some environments are different to the one in which they live  **The Train Ride farms, towns, cities, rural areas, urban etc.**  Talk about what they see in their own environment (school/home) using a wide range of vocabulary  **(Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).** |
| History | Talks about people who help them in their immediate area, i.e. in school and around the school grounds. **Nursery & Reception: All About Me**  **lollipop person, caretaker, office staff, dinner lady,**  Can briefly talk about some members of their family.**big, small, bigger, smaller**  Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather**  Can talk about members of immediate family in more detail.  **All about me What mum looks like, dad looks like, own likes and dislikes**  Can discuss similarities and differences between people in their family.**All about me aunties, uncles, cousins, step family, grandparents, second homes, physical features eg hair colour**  Sequence family members by explaining who they are. **(Autumn 1: All about me)**  **baby, toddler, child, teenager, adult, elderly**  To continue the life sequence and know the differences/changes that happen. **All about me**  **soon, later, years, grow, change, older, younger**  Sequence family members explaining who they are and the key differences between what they can/can’t do.  **All about me**  **mum, dad, grandparent, sister, brother, cousins, auntie, uncles, crawl, walk, eat, run, walking stick, wheel chair** | Can briefly talk about some members of their family.  (R.E.)  Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather**  Can talk about members of immediate family in more detail X AUT 2 R.E.  **aunties, uncles, cousins, step family, grandparents, second homes, physical features eg hair colour**  Comments on fictional characters in stories. **Progressive throughout the year throughout each topic : The Three Little pigs**  **Kind, mean, not nice, happy, sad, scary, magical**  Shares some similarities between characters, figures or objects.  **The Three Little pigs**  **same, similar, different**  Compare and contrast characters from stories, sharing similarities and differences.  **The Three Little pigs**  **version, old, new, alternative ending, alternative characters, change, sly, sneaky, selfish, loving, friendly, sweet natured**  To comment on historical figures and objects from non-fiction texts, sharing similarities and differences.  **link to Space Neil Armstrong** | Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather**  Comments on fictional characters in stories. **Progressive throughout the year throughout each topic. (Gingerbread Man)**  **Kind, mean, not nice, happy, sad, scary, magical**  Shares some similarities between characters, figures or objects.  **Gingerbread Man**  **same, similar, different**  Compare and contrast characters from stories, sharing similarities and differences.  **version, old, new, alternative ending, alternative characters, change, sly, sneaky, selfish, loving, friendly, sweet natured** | Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather**  Comments on fictional characters in stories. **Kind, mean, not nice, happy, sad, scary, magical** | Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather**  Can identify emergency situations and know who to call. **: Heartstart**  **999, help, ambulance, hurt, fire, firefighter, fire engine, stolen, police, blue light, siren**  Comments on fictional characters in stories. **Progressive throughout the year throughout each topic. (Jack and the beanstalk)**  **Kind, mean, not nice, happy, sad, scary, magical**  Shares some similarities between characters, figures or objects.  **Jack and the beanstalk**  **same, similar, different**  Compare and contrast characters from stories, sharing similarities and differences.  **version, old, new, alternative ending, alternative characters, change, sly, sneaky, selfish, loving, friendly, sweet natured** | Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather**  Comments on fictional characters in stories. **Progressive throughout the year throughout each topic.**  **Kind, mean, not nice, happy, sad, scary, magical**  Comments on where different vehicles may be seen and know some of the different functions that they have.  **The Train Ride**  **Land, sea, sky, train, aeroplane, helicopter, ships, boats, submarines, trams.**  Compare trains, cars and aeroplanes from long ago and now – how were they invented and how have they changed?  **The Train Ride**  **long ago, now, years, old, new, change, modern, history, important, engine, move, drive, fly**  To comment on historical figures and objects from non-fiction texts, sharing similarities and differences.  **The Wright Brothers,** |
| **ELG Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **ELG People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  **ELG The Natural World**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | |
| Expressive Arts and Design | | | | | | |
|  | Music | | | | | |
| Learn to sing Nursery Rhymes and Action Songs: | Pat-a-cake  1,2,3,4,5 Once I caught a fish alive  This Old Man  Five Little Ducks  Name Song  Things for Fingers | * I’m A Little Teapot * The Grand Old Duke Of York * Ring O’ Roses * Hickory Dickory Dock * Not Too Difficult * The ABC Song | Wind The Bobbin UpRock-a-bye BabyFive Little Monkeys Jumping On The BedTwinkle TwinkleIf You're Happy And You Know ItHead, Shoulders, Knees and Toes | * Old Macdonald * Incy Wincy Spider * Baa Baa Black Sheep * Row, Row, Row Your Boat * The Wheels On The Bus * The Hokey Cokey | Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. | This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. |
| Musical Learning Focus: | * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Singing and learning to play instruments within a song * Share and perform the learning that has taken place | * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Singing and learning to play instruments within a song * Share and perform the learning that has taken place | * Listening and appraising Funk music * Embedding foundations of the interrelated dimensions of music using voices and instruments * Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs * Playing instruments within the song * Improvisation using voices and instruments * Riff-based composition * Share and perform the learning that has taken place |
| DT – Opportunities for Baking | * Baking Bread | * Baking sparklers/smores * Making Christmas Biscuits | * Making Noodles * Baking/Decorating Gingerbread Men | * Making/Tasting Pancakes | * Creating Fruit Salad, Fruit Skewers | Making fruit ice lollies  Baking Muffins |
| Termly Famous Artists | * Andy Warhol – Popart | | Henry Matisse – Collage | | Gustav Klimt – Tree of Life | |
| Art & DT | Draw- For example, use more details such as eyelashes, eyebrows, ears, lips, body, limbs, feet.  **All about me. Portrait Eyes, hair, nose, mouth, eyelashes, eyebrows ears, lips, teeth, feet, hands, body.**  Observe animals/natural world and create simple representations. Eg petals on flowers, leaves, butterflies and caterpillars  **Woodland animals eg hedgehogs**    Paint- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  Woodland animals  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal    **Thin brushes, thick brushes,**  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use an efficient digital or preferably tripod grip.  **Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).**  Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Autumn 1 – creating a face using different features of face on a plate)**  **Cutting, snipping, scissors, hold, control.**  Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **To create a house using toilet roll tubes)**  **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.**  Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods | Observe animals/natural world and create simple representations. Eg petals on flowers, leaves, butterflies and caterpillars  **Creating a leaf man leaves, colours, arms, legs, body.**  Paint- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  **using forks in paint to create a firework picture)**  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal colours by adding white, black, or primary colours to explore tonal ranges, eg light pink, dark pink.  **Thin brushes, thick brushes,**  **Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).**  Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Autumn 2 – cutting pictures out of a catalogue to create a Christmas List)**  **Cutting, snipping, scissors, hold, control.**  Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **Create a space rocket using junk modelling/tubes using sellotape and masking tape to join together)**  **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.**  Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods | Draw- For example, use more details such as eyelashes, eyebrows, ears, lips, body, limbs, feet.  Draw weather pictures  Observe animals/natural world and create simple representations. Eg petals on flowers, leaves, butterflies and caterpillars  **Creating a stick man sticks, size, short, long, join, arms, legs, body.**  Paint- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  **Create a Valentine card using cotton buds**  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal colours by adding white, black, or primary colours to explore tonal ranges, eg light pink, dark pink.  **Thin brushes, thick brushes,**  **(Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).**  Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Spring 1 – cutting out different parts of the body to create a gingerbread man)**  **Cutting, snipping, scissors, hold, control.**  Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **Create a whole class junk modelling Chinese New Year Dragon**    **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.**  Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods | Draw- For example, use more details such as eyelashes, eyebrows, ears, lips, body, limbs, feet.  **Mother’s Day Portrait Eyes, hair, nose, mouth, eyelashes, eyebrows ears, lips, teeth, feet, hands, body**  **Paint**- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  **using thin brushes to create an Easter card using pastel/water colours)**  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal colours by adding white, black, or primary colours to explore tonal ranges, eg light pink, dark pink.  **Thin brushes, thick brushes,**  **Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).**  Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Summer 1 – cutting out minibeasts to create a minibeast scene)**    **Cutting, snipping, scissors, hold, control.**  Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **Create a superhero using split pins/treasury tags**  **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.**  Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods | Draw- For example, use more details such as eyelashes, eyebrows, ears, lips, body, limbs, feet. Observational art see below  Observe animals/natural world and create simple representations. Eg petals on flowers, leaves, butterflies and caterpillars  **Jack and the beanstalk – painting a flower plants, beanstalk, bean, seed, root, flowers, petal, stem, leaves.**  **The Very Hungry Caterpillar butterfly, chrysalis, caterpillar, life cycle, symmetry**  Paint- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  **Using thin brushes to create an observational painting of a minibeast**  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal colours by adding white, black, or primary colours to explore tonal ranges, eg light pink, dark pink.  **Thin brushes, thick brushes,**  **Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).**  Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Summer 1 – cutting out minibeasts to create a minibeast scene)**  **Cutting, snipping, scissors, hold, control.**  Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **Create a minibeast split pin character**  **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.**  Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods | Observe animals/natural world and create simple representations. Eg petals on flowers, leaves, butterflies and caterpillars  Under the sea draw fish, crabs, sharks  Paint- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  **using different textures to create a painting of a under the sea anima)**  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal colours by adding white, black, or primary colours to explore tonal ranges, eg light pink, dark pink.  **Thin brushes, thick brushes,**  **Assessment throughout the year. Assessment at the front of the book to show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).**  Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Summer 2- cutting out transport and sticking it in the correct place. Land, air, sea)**  **Cutting, snipping, scissors, hold, control.**  Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **Create a vehicle/sea creature made out of junk modelling independently**  **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.**  Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods |
|  | **ELG Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **ELG Being Imaginative and Expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | |