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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics/Themes** | | **Marvellous Me, Keeping Healthy - I Can & I Will** | **Autumn**  **Bonfire Night**  **Christmas** | **Once Upon a Time** | **It’s Alive!**  **Easter** | **There’s No Place Like Home & Around the World** | **Oh I Do Like to be Beside the Seaside** |
| **Educational Visits/ Culture Capital/Enrichment/Stay & Play Opportunities** | | **Stay & Play**: Transition sessions – settling in  **Forest Schools** | **Visit:** to Christmas Panto  **Stay & Play**: Christmas crafts  **Forest Schools**  **Visitor:** | **Stay & Play**:  **Visitor:**  **Forest Schools** | **Class Assembly:** Spring  **Visitor:**  **Forest Schools** | **Stay & Play**:  **Forest Schools** | **Stay & Play**:  **Forest Schools** |
| **3 prime areas of learning and development** | **Personal, Social and Emotional Development** | Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.  Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. | Self-awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interest with others, take pride in themselves and their work/ achievements, share their achievements with others  Responsibility – take care of their own belongings, take care of the belongings of others and class resource.  Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems | Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.  Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. | Communication – make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate  Use language – to negotiate, co-operate, plan and organise play, resolve conflict  Understand how others feel – show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. | Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.  Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. | Communication – listen, speak, reflect, explain, respond, recall, review  Understand feelings – talk about how they feel, explain why they are experiencing particular feelings.  Communication – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions. |
| **Physical Development** | Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.  Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy  Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment. | Pencil grip – holds writing tools and implements with a mature pencil grip.  Spatial Awareness – awareness of own space, negotiates space, finds a space, change direction, stop. | Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).  Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions | Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).  Fine motor skills, manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment | Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.  Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. | Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.  Language of movement – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.  Consolidate and use prior learning. |
| **Communication and Language** | Throughout the year children will:  • Listen – listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment.  • Attention – maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.  • Respond – to others questions, when listening to stories, to instructions, responding with relevant comments.  • Communication – engage in conversations with others giving attention, respond and communicate appropriately, talk about familiar events or characters in stories  • Respond to – interact with other people in a range of situations in conversations, in their play, in response to stories or questions.  • Follow – instructions, requests, and ideas in a range of contexts and situations.  • Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations.  • Speaking – speak clearly, speak in sentences, use sentences that give many details.  • Questioning – ask and answer questions when talking to familiar/unfamiliar people in different contexts.  • Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words.  • Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts.  • Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.  • Reasoning – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.  • Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.  • Narrative – use language of stories to imagine and recreate ideas in different contexts. | | | | | |
| **4 specific areas of learning and development** | **Literacy - Reading** | Listen attentively to a story at the appropriate interest level.  Recite simple rhymes, songs and poems.  Hold a book correctly and turn pages from front to back and recognise front and back cover.  Respond to questions about who, what, where, when linked to text and illustrations.  . | Read decodable HFWs sight words (list 1) (e.g. a an as at if in).  Read common irregular words (tricky) from Phase 2 (e.g the to no go into).  Differentiate between text and illustrations.  Understand that print conveys meaning.  Know that in English print is read from left to right and top to bottom. | Distinguish between a word, a letter and a space.  Talk about events, settings and characters.  Retell narratives in the correct sequence, drawing on the language patterns of stories.  Sequence a simple story or event.  Use gestures and actions to act out a story, event or rhyme from text or illustrations.  Say what a character might be thinking, saying or feeling.  Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) | Read common irregular words (tricky) from Phase 3 (e.g he she we me be was you they all are my her).  Predict storyline (e.g. the ending and some vocabulary, aided by illustrations).  Respond to questions about how and why something is happening. | Read decodable HFWs sight words (list 2) (e.g. will that this then them).  Make predictions based on illustrations, story content and title.  Say how they feel about stories and poems. | Read some common irregular words (tricky) from Phase 4 (e.g. said like have so).  Read simple sentences  Recognise some capital and lower case letters.  Recall the main points in text in the correct sequence.  Use the structure of a simple story when re-enacting and re-telling.  Talk about the themes of simple texts, (e.g. good over evil). |
| **Key Texts** | It’s Okay to be Different – Todd Parr  Colour Monster – Anna Llenas  The Ugly Duckling | Cinderella  Prince Cinders | Jack and The Beanstalk  Little Red Riding Hood  The Enormous Turnip | Mr Bunny’s Chocolate Factory – Elys Dolan  Oliver’s Vegetables – Vivian French | Welcome to our World  A Ticket Around the World | What the Ladybird Heard at The Seaside  Mr Seahorse  Sharing a Shell  Commotion in the Ocean |
| **Phonics** | Phase 2  Orally blend sounds to make simple words.  Link sounds to letters, naming and sounding letters of the alphabet. | Phase 2  Decode a number of regular words using Phase 2 phonemes  Use phonic knowledge to attempt unknown words.  HFW | Phase 3  Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.  Use phonic knowledge to attempt unknown words.  HFW | Phase 3  Use decoding to read – using build and blend strategy – towards automatically reading known words.  Use phonic knowledge to attempt unknown words.  HFW | Phase 4  Use decoding to read – using build and blend strategy – towards automatically reading known words.  Use phonic knowledge to attempt unknown words.  HFW | Phase 4/5  Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.  Use phonic knowledge to attempt unknown words.  HFW |
| **Shared Reading Texts** | Reading Rocketeers:  The Window  The Farm | Reading Rocketeers:  The Present  The Show | Reading Rocketeers:  The Basket | Reading Rocketeers: | Rhyming Rabbit |  |
| **Literacy - Writing** | Develop language skills (listening and talking) in a range of contexts.  Show awareness that writing communicates meaning.  Give meaning to the marks they make.  Know there is a sound/symbol relationship.  Write own name.  Write left to right and top to bottom.  . | Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).  Make marks and drawings using increasing control.  Use some recognisable letters and own symbols.  Beginning to use appropriate letters for initial sounds.  Understand that thoughts can be written down.  Spell some irregular common words (tricky) the, to, no, go, independently.  Segment sounds in simple words.  Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly). | Write letters and strings, sometimes in cluster like words.  Understands that thoughts and stories can be written down.  Use talk to organize, sequence and clarify thinking, ideas, feelings and events.  Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).  Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.  Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | Beginning to build words using letter sounds in their writing.  Use writing in their play  Have their own ideas and reasons for writing.  Orally compose a sentence and hold it in memory before attempting to write it.  Begin to use simple sentence forms.  Begin to recognise and know there needs to be spaces between words in a simple sentence.  Know how to form clear ascenders ('tall letters') and descenders ('tails'). | Use familiar words in their writing.  Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).  Write a simple phrase with finger spaces that can be read back by themselves.  Form some capital letters correctly, including the initial letter of their name. | Show awareness of the different audience for writing.  Can talk about the features of their own writing.  Write a simple narrative.  Recognise and know that full stops are at the end of a sentence.  Recognise and know that a sentence starts with a capital letter.  Write simple sentences using finger spaces that can be read by themselves and others.  Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). |
| **Mathematics** | Rote count from 1.  Rote count back from 5 to 1 then from 10 to 1.  Understand that counting is to find out how many.  Use one to one correspondence when counting.  Count items, sounds and actions.  . | Identify one more and one less than a given number.  Rote count on from a given number between 1 and 20.  Understand the last number said is the number in the set.  Make a group of 10 objects.  Understand and use ordinal numbers.  Can share a whole item into two equal parts.  Understand that halving means sharing into two equal parts. | Identify two more and two less than a given number.  Recognise numerals 1-5, 6-10, 0, 11-15, 16-20.  Rote count back from a given number between 1 and 20.  Match numerals to sets of objects. Understand more, less, fewer. Compare two sets of different items saying which set is more, less, fewer.  Understand and use conservation of number. Use the word ‘zero’ to represent ‘none’.  Arrange a group of items between 10 and 20 into 1 group of 10 plus another group.  Understand the relationship between doubling and halving | Know what number comes before, or after a given number.  Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities.  Understand the concept of addition by practically combining sets of objects.  Add two single digit numbers totalling up to 10 using practical equipment.  Understand the concept of subtraction by practically removing one amount from within another  Subtract a single digit number from a number up to 10, using practical equipment.  Compare and order three or more sets of objects. | Say a number between two given numbers.  Add two single digit numbers totalling more than 10 using practical equipment.  Subtract a single digit number from a number greater than 10, using practical equipment  Can state without counting (subitise) quantities within 5.  Make a sensible guess of quantities within 10.  Partition a set of objects in different ways using the terminology part/part-whole.  Understand that ‘teen’ numbers are a group of 10 plus another number. | Count in 10s, 5s, 2s.  Understand 20 is the same as two groups of 10.  Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19.  Relate subtraction to addition in practical situations.  Know doubles of numbers and corresponding halves. |
| **Understanding the world** | | | | | | |
| **Cultures & Beliefs** | Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, and make suggestions, choices and decisions, either verbally or nonverbally.  Christian Value: Thankfulness  Religion Focus: Christianity | Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.  Christian Value: Compassion  Religion Focus: Buddhism | Describe – themselves, friends, family, other people, significant places, events, objects or artefacts.  Christian Value: Endurance  Religion Focus: Judaism | Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.  Christian Value: Hope  Religion Focus: Christianity | Observe – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.  Christian Value: Friendship  Region Focus: Hinduism | Vocabulary – language of tolerance, respect and co-operation  Christian Value: Service  Religion Focus: Islam |
| **Festivals & Celebrations** | Harvest, Ramadan & Eid Celebrations | Bonfire Night, Diwali, Christmas, Halloween, Eid | Chinese New Year, Shrove Tuesday, Valentine’s day, | Lent, Easter. St David’s day, Mother’s day, St. Patricks day, Holi, Buddhist new year | Trinity Sunday  Father’s Day |  |
| **Historical Development** | Communication – talk about key events, in own lives, about family, friends, other people including significant people. | Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.  Remembrance Day | Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences. | Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers. | Vocabulary – language of time when talking about past/present events in their own lives. | Describe – features of objects, people, places at different times, make comparisons. |
| **Working Scientifically** | Questioning: shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.  Explain: talk about why things happen/occur; talk about how things work. | Compare/sort/group/identify/classify: notice similarities, notice differences; talk about similarities and/or differences. | Test: make suggestions, show resilience, work with others. | Equipment and measures: use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).  Vocabulary: use simple vocabulary to name and describe objects, materials, living things and habitats. | Research: talk to people (visits/visitors/ family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). | Explore/Observe: look closely at/notice. Describe: talk about what they notice/observe; talk about changes they notice and changes over time.  Record: draw pictures, take photographs, make models or scrapbooks. |
| **Geographical Development** |  |  |  | Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. | Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons.  Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different l0ocations and places  Mapping: know about features of different places, recognise and talk about the features in familiar/other places. | Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people. |
| **Expressive Arts and Design** | Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.  Safety – handle and use equipment appropriately and safely.  Experiment - explore media and materials freely and in different ways. | Physical skill – manipulate and control a range of tools and equipment for different purposes.  Explore - experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.  Represent Ideas – initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props. | Make – make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.  Design – talk about ideas, choose resources, tools and techniques with a purpose in mind.  Respond – to different stimuli using gestures, actions, talk, movement and performance.  Recreate – familiar experiences, familiar activities and familiar stories. | Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.  Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.  Communication – communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance. | Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.  Evaluate – talk about what they like/dislike about their models/constructions, say why, and how they would change them.  Expression – of feelings, ideas, thoughts and emotions in response to different media and materials. | Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.  Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. |
|  | **Artist** | Picasso  Taro Chiezo | Andy Goldsworthy  Da Vinci | Dhali  Banksy | Van Gogh  Richard Serra | Monet  Anthony Gormley | Leonid Afremov  Lowry |
|  | **Music** | Throughout the year children will:  Singing – familiar songs, chants, activities which develop the voice as a sound maker.  Making Music – using voice, objects, home-made and real musical instruments and a range of ICT.  We use the Charanga scheme of work. | | | | | |
| **Citizenship & British Values** | | British Values – Respect, Diversity | British Values – Responsibility, Kindness | British Values – Effort, Honesty, | British Values – Loyalty, Forgiveness, Determination | British Values – Team Work | British Values - Courage |
| **Key Vocabulary** | | Number, order, count, pattern, next, forwards, backwards.  More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after.  Zero, one, two, three |  |  |  |  |  |
| **Role Play** | | Doctors  Health food cafe | Camp fire/fire safety  Christmas tree | Story settings | Garden centre  Potting shed  Farm | Local Area eg. Debz Deli  Travel Agents or tourist infromation  Aeroplane | Beach  Seaside shop |