|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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|  |  | **What’s My Colour?** | **Let’s celebrate** | **Let’s imagine** | **Where in the world is this?** | **Once Upon a Time** | **Mini Kingdoms** |
|  | **THEMES AND IDEAS** | * Colours
* Seasonal Changes
* Autumn/Harvest
 | * Bonfire night
* Diwali
* Eric Carle
* Christmas
 | * Giants
* Chinese New Year
* Dragons
* Castles
* Valentine’s Day
 | * Mother’s day
* Easter
* Under the sea
 | * Traditional Tales
* Building structures
 | * Father’s Day
* Minibeasts
* Holidays
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|  | **TEXT FOCUS** | Daisy’s DragonsThe Colour MonsterThe Colour of UsThe Mixed Up ChameleonThe Bad Tempered Ladybird | * The Very Hungry Caterpillar
* Autumn
* Leaf man
* Light your candle it’s
* Diwali
* The Pumpkin Who Was Afraid of the Dark
* Pumpkin Soup
* Aarrgh Spider!
* Father Christmas

Needs a Wee * Fly,Fly,Fly your sleigh
 | * The Rapping Princess
* Giant trouble
* There’s no such thing as Dragons
* The Giant of Jum
* The Giant and the

Beanstalk  | * One is a snail, ten is a crab
* Under the sea
* Little White Fish Under The Ocean
* The Red Boat
* Under The Sea (Usborne picture Storybook)
 | * The Three Little Pigs
* Goldilocks
* The Gingerbread Man
* Three Billy Goats Gruff
* Little Red Riding Hood
* The Ugly Duckling
 | * Today I feel silly and

other moods thatmake my day * Yani the Unicorn and

the Day Mommy wentto the Moon * Granny dropped her

Choppers Down theToilet * Never Ever Lick a

Llama Ruby’s Worry |
| \*Non-fiction information is interwoven throughout |
| **CORE SUBJECTS** | **COMMUICATION AND LANGUAGE** | Starting to use talk with peers and familiar adultsCreating sentences in their playFollowing Instructions | Engage in story timesListen to stories and songs with interestUse new words in their games | Join in with familiar stories and rhymesStart to show understanding of “why” questions | Respond to questions appropriatelyDevelop vocabularyUse full sentencesJoin in and recall stories with repetition | Take turns to speak in a conversationUse language to explain retell and describePredict what might happenAsking and answering questions | Respond to a range of question typesExpress a point of viewUse descriptive language |
| **LITERACY** | RWI Phonics- listening and recognising soundsDeveloping mark making skills through gross motor movementsJoin in with stories and rhymes and songs | RWI Phonics listening and responding to sounds FRED talkRetell stories through small world and role playDescribe events in familiar stories and predict events (join in) | RWI Phonics start to explore set one soundsDevelopment of fine motor skillsStarting to show an interest in the letters in their name and other familiar words | RWI Phonics start to explore set one soundsUsing story vocabulary in playFine motor skills linked to mark making | RWI Phonics blending orallyFine motor skills linked to mark makingRecognising own nameForming some letters in name | RWI Phonics blending orallyMark makingName writingSequence and retell stories |
| **MATHS** | Number rhymesMore than, fewer, sameShapesRepeats | Numbers to 3Number namesOrdering to 3Subitising to 3 | RepeatsPositionRecognising and labelling to 3 | NPatternsMatching and sorting | PatternsPuzzlesNumbers to 5 | PatternsMatching ComparisonStop at 1,2,3,4, |
| **LEARN TEAM** | **UNDERSTANDING THE WORLLD** | Begin to make sense of their own life storyStart to understand feelingsOutdoor coloursTalk about what they see using a wide vocabulary  | Continue to develop positive attitudes about the differences between peopleSeasonal ChangesKnow some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc. | Begin to understand the need to respect and care for the natural environment and all living thingsKnow there are different countries in the worldTalk about photos or their experiences | Use all their senses in hands on exploration of natural materialsUnderstand the key features of life cycles | Use all their senses in hands on exploration of natural materials | Explore how things move and work |
| **RESPECT TEAM** | **PSHCE** | Class Promises and responsibilities linked to feelingsBuilding independence | Creating & maintaining relationshipsFriendshipsBuilding resilienceDeveloping a sense of community | Developing IndependenceKeeping SafeSelect and use resources | FeelingsHealthy lifestyles (mental health focus)Managing Hygiene | Understanding others feelingsUnderstand and follow rules | Maintaining relationshipsDevelop ways to solve conflicts and rivalries |
| **ENJOY TEAM** | **EXPRESSIVE ARTS AND DESIGN** | Invent and adapt stories through their role play and small world play  | Explore the use of colour and designExplore tools and their usesRemember and sing entire songs: Sing a Long | Make use of props and materials in the role play area to re-create well known storiesUse non tuned instruments to follow a rhythmPerform songs and storiesSchool Choral Speaking | Develop own designs and select materialsCreate and adapt designs | Perform poems, songs and storiesInvent and adapt stories through their role play and small world play | Explore the use of a range of toolsHave preferences for forms of expression and explain my use of materials and design |
| **ART- basic skills** | Colour IdentificationColour Mixing | Primary ColoursColour mixing with intent | Selecting tools for a purpose | Joining materials together | Exploring the use of textures | Consolidation and depth |
| **BE HEALTHY TEAM** | **PE** | PE lesson – spatial awareness Fundamental movement skillsDevelop the skills needed to get through the school day e.g. lining up | PE lesson – Games Use core muscle strength to achieve good posture Develop Gross Motor movements | PE lesson- Gym- Rocking and rolling Negotiate space and obstacles safelyUse a range of tools effectively including pencils and scissors | PE lesson – Team gamesDemonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. Use a range of tools effectively including pencils and scissors | PE lesson – Dance Demonstrate different ways of moving | PE lesson – Target games Use a range of small tools effectively |
| **TRIPS**  |  | Visit from Nurses in school |  | Choral Speaking Festival | Hatching eggs | Mini beast visit | African Drumming Workshop visit to school |