|  |  | **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 |
|  | **TEXT FOCUS** | Daisy’s Dragons  The Colour Monster  The Colour of Us  The Mixed Up Chameleon  The 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 that  make my day   * Yani the Unicorn and   the Day Mommy went  to the Moon   * Granny dropped her   Choppers Down the  Toilet   * 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 adults  Creating sentences in their play  Following Instructions | Engage in story times  Listen to stories and songs with interest  Use new words in their games | Join in with familiar stories and rhymes  Start to show understanding of “why” questions | Respond to questions appropriately  Develop vocabulary  Use full sentences  Join in and recall stories with repetition | Take turns to speak in a conversation  Use language to explain retell and describe  Predict what might happen  Asking and answering questions | Respond to a range of question types  Express a point of view  Use descriptive language |
| **LITERACY** | RWI Phonics- listening and recognising sounds  Developing mark making skills through gross motor movements  Join in with stories and rhymes and songs | RWI Phonics listening and responding to sounds FRED talk  Retell stories through small world and role play  Describe events in familiar stories and predict events (join in) | RWI Phonics start to explore set one sounds  Development of fine motor skills  Starting to show an interest in the letters in their name and other familiar words | RWI Phonics start to explore set one sounds  Using story vocabulary in play  Fine motor skills linked to mark making | RWI Phonics blending orally  Fine motor skills linked to mark making  Recognising own name  Forming some letters in name | RWI Phonics blending orally  Mark making  Name writing  Sequence and retell stories |
| **MATHS** | Number rhymes  More than, fewer, same  Shapes  Repeats | Numbers to 3  Number names  Ordering to 3  Subitising to 3 | Repeats  Position  Recognising and labelling to 3 | NPatterns  Matching and sorting | Patterns  Puzzles  Numbers to 5 | Patterns  Matching  Comparison  Stop at 1,2,3,4, |
| **LEARN TEAM** | **UNDERSTANDING THE WORLLD** | Begin to make sense of their own life story  Start to understand feelings  Outdoor colours  Talk about what they see using a wide vocabulary | Continue to develop positive attitudes about the differences between people  Seasonal Changes  Know 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 things  Know there are different countries in the world  Talk about photos or their experiences | Use all their senses in hands on exploration of natural materials  Understand 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 feelings  Building independence | Creating  & maintaining relationships  Friendships  Building resilience  Developing a sense of community | Developing Independence  Keeping Safe  Select and use resources | Feelings  Healthy lifestyles (mental health focus)  Managing Hygiene | Understanding others feelings  Understand and follow rules | Maintaining relationships  Develop 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 design  Explore tools and their uses  Remember and sing entire songs: Sing a Long | Make use of props and materials in the role play area to re-create well known stories  Use non tuned instruments to follow a rhythm  Perform songs and stories  School Choral Speaking | Develop own designs and select materials  Create and adapt designs | Perform poems, songs and stories  Invent and adapt stories through their role play and small world play | Explore the use of a range of tools  Have preferences for forms of expression and explain my use of materials and design |
| **ART- basic skills** | Colour Identification  Colour Mixing | Primary Colours  Colour 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 skills  Develop 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 safely  Use a range of tools effectively including pencils and scissors | PE lesson – Team games  Demonstrate 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 |