|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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|  |  | **Let’s find out more** | **Let’s celebrate** | **Let’s explore** | **Let’s grow** | **Let’s go wild** | **Let’s imagine** |
|  | **Themes and ideas** | * Marvellous Me
* Traditional Tales
* Halloween
 | * Autumn
* Traditions
* Birthday
* Wedding
* Bonfire night
* Diwali (31st Oct 2024)
* Christmas
 | * Penguins
* Space
* Chinese New Year (29th Jan 2025)
* Valentine’s Day (14 Feb 2024)
 | * Shrove Tuesday
* Mothers’ day (30th March 2025)
* Easter
* New Life – plants and baby animals
* Being healthy
 | * Minibeasts
* Wild animals
* Farms
 | * Father’s Day (25th June 2025)
* Under the sea
* Holidays
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|  | **TEXT FOCUS** | Writing Focus Books* Marvellous Me
* The Colour Monster
* The three little pigs
* The three Billy Goats Gruff
* Room on the broom

Reading Focus Books* Ruby’s Worries (\*)
* The colour went to school
 | Writing Focus Books* The Leaf Man
* Billy’s Bucket
* The Scarecrows wedding
* The Christmas Story

Reading Focus Books* Tilda Tries Again (\*)
* You are so amazing
* Binny’s Diwali
* Nativity
* Stickman
 | Writing Focus Books* The Great Explorer
* Lost and Found
* Aliens love Underpants

Reading Focus Books* Penguin
* The Man On the Moon
* The Great Animal Race (Chinese new year story)
 | Writing Focus Books* Jack and the beanstalk
* Odd Egg
* Bog Baby

Reading focus Books* Finn’s Fib (\*)
* The Tiny Seed
* Jim and the beanstalk
* Mixed
 | Writing Focus Books* Betsy Buglove saved the Bees
* Crunching Munching Caterpillar
* Handa’s Surprise

Reading Focus Books* What the Ladybird Heard
* The Ugly Five
* Life Sized Zoo
 | Writing Focus Books* Bear’s Adventure(\*)
* Emma Jane’s Airplane
* Perfectly Norman (\*)

Reading Focus Books* Journey
* What the ladybird heard at the seaside
* The tiger who came to tea

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| \*Non-fiction information is interwoven throughout |
| **CORE SUBJECTS** | **COMMUICATION and LANGUAGE** | * Talk to others about themselves.
* Sing familiar songs and rhymes
* Take turns with others
* Talk about stories they have heard.
* Talk about their own families.
 | * Engage for longer periods in story time recall some key information
* Follow simple adult instructions
* Participate in conversations one to one and in a small group
* Talk about things that are important to them
* Talk about things they have celebrated.
 | * Listen to stories and talk about characters and settings
* Give their opinion and share their ideas with others.
* Perform songs and rhymes with and for their friends.
* Explain what they have observed and talk about what has happened.
* Talk about climate and different environments.
 | * Ask and answer questions appropriately
* Talk in full sentences including some detail about what they have observed or what has been read to them.
* Retell a familiar story
* Listen to others and engage in conversations.
* Talk about ways to keep themselves healthy
 | * Engage in meaningful conversations.
* Sustain concentration for longer periods of time and follow a sequence of instructions.
* Sequence and retell a familiar story.
* Talk about the life cycle of some animals that they have observed.
* Predict what might happen next in a story or an event they have observed.
 | * Talking about an event recounting in sequence and including some detail.
* Follow and give a set of instructions.
* Perform and song or short poem for others.
* Speak in full sentences using the correct tense and using conjunctions to join ideas.
* Confidently participate in discussions sharing their point of view.
* Talk about a contrasting location.
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|  | **LLITERACY** | RWI Phonics – Strong Start in Reception * Identify initial sounds
* Recognise their name
* Explore mark making in a range of forms.
* Write their name.
* Form letters taught.
* Listen to a range of texts and talk about preferences.
 | RWI Phonics* Write initial sounds for words.
* Learn letter sounds and corresponding formation.
* Use phonics knowledge to write letters/groups of letters to represent what they want to write.
* Listen to stories and recall events talking about characters, settings and events.
* Recall information from non-fiction texts.
* Form taught letters correctly.
 | RWI Phonics * Use phonic knowledge to read CVC words.
* Use phonic knowledge to write CVC words.
* Describe characters, setting and events in detail.
* Anticipate events and predict what will happen next.
 | RWI Phonics * Use phonological knowledge to write CVC and CCVC words.
* Begin to write short captions using their phonic knowledge and leaving finger spaces between words.
* Read CVC and CCVC words.
* Read short captions using their phonological knowledge.
* Read HFW and common exception words taught.
* Begin to show an awareness of capital letters and some punctuation used in books.
* Demonstrate their understanding of what has been read to them through discussion and retelling stories in their own words.
* Form taught letters correctly.
* Draw vocabulary and knowledge from non-fiction and stories
 | RWI Phonics * Recognise taught graphemes and say the corresponding phoneme fluently.
* Write the correct grapheme for the phonemes taught.
* Write caption and short sentences with finger spaces and show some awareness of capital letters and full stops.
* Read simple captions and sentences using phonic knowledge and show understanding of what they have read.
* Use learnt words and phrases to discuss familiar stories or during role play.
* Develop a more fluent handwriting style forming most letters correctly.
* Use and understand new vocabulary from stories, poems and non-fiction
 | RWI Phonics * Read simple sentences using their phonological knowledge.
* Read common exception words.
* Write simple phrases and sentences that can be read by themselves and others.
* Leave finger spaces between words and begin to use capital letters and full stops more consistently.
* Demonstrate an understanding of what has been read to them through discussion and role play.
* Write letters correctly developing a fluent handwriting style.
* Adapt narratives in their own play.
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| **MATHS** | WRM Units:Matching and comparing amountsRepresenting, comparing and composition of numbers to 3 including subitisingCompare mass, length and capacityExploring pattern* Sort objects looking at patterns and similarities/differences.
* Subitise to 3.
* Represent numbers 1, 2 and 3 in different ways. Compare numbers and amounts 1, 2, 3.
* Know numbers bonds and composition of numbers 1, 2, 3.
* Compare size, mass and capacity.
* Explore pattern making simple repeating patterns.
* Know that patterns are repeated designs.
 | WRM Units:Circles and trianglesRepresentation of numbers to 5Look closely at the composition of numbers to 5 (including subitising)4 sided shapes - Squares and rectanglesDay and night* Represent numbers to 5.
* Develop understanding of number bonds to 5.
* Use positional language to describe the position of objects.
* Recognise, name and describe 2D shapes.
* Understand different times of the day and measure short periods of time in different ways.
* Begin to show awareness of time and routine in a day.
* Use language associated with time (days, months, and seasons).
 | WRM Units:More about 5Compare MassNumbers 6, 7 ,8 Combining two groupsFinding pairsCompare Length and Time* Explore the composition of numbers to 8.
* Consolidate learning of number bonds to 5.
* Make pairs with objects and numbers.
* Compare mass and capacity and begin to use non-standard measures.
* Explore length and height and use non –standard measures.
 | WRM Units:Compare Height and Time Numbers 9 and 10Number bonds to 10Starting to count beyond 10Patterns and number relationships3D shapes -patterns* Explore the composition of numbers to 10 and compare numbers.
* Explore number bonds to 10.
* Name 3D shapes and talk about their properties (faces, edge and vertices).
* Create, describe and extend patterns.
* Share objects between people during play scenarios.
* Begin to understand the difference between odd and even.
* Recite numbers to 20 independently.
 | WRM Units:Counting to 20 and beyondNumber patternsAdding more and taking awaySpatial Awareness - compose and decompose shapes* Make numbers beyond ten using tens frames and Numicon.
* Count beyond 10 and understand the counting pattern.
* Use knowledge of shapes to manipulate them to make pictures, patterns and designs.
* Add by counting on using the model first, then, now.
* Take away by counting back and using the model first, then, now.
 | WRM Units:Sharing and grouping Doubling Deepening understandingPatterns and relationshipsSpatial awareness - position and mappingConsolidation/ Final assessment * Solve simple addition and subtraction problems using objects.
* Solve doubling problem using objects.
* Share out amounts fairly to solve problems.
* Understand odd and even numbers.
* Recognise and describe number patterns.
* In practical activities children understand the concept of halving and two equal groups.
* Count to 20 and beyond.
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| **LEARN TEAM** | **UNDERSTANDING OF THE WORLD** | * Talk about themselves, their likes and interests
* Discussion about families and their similarities and differences (The story Mixed)
* Compare themselves as babies and now
* Explore the 5 senses.
* Describe the local environment, using all their senses to explore the natural and urban world
* Describe how the forest looks at this time of year (Autumn)
 | * Talk about the changes in the environment during autumn and know some animals hibernate.
* Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.
* Know how Christmas is different around the world
* Understand some different traditions and know some similarities and differences.
* Compare their lives to those of their grandparents
* Explore how Christmas is celebrated around the world.
* Know that everyone has a birthday and they are usually celebrated in a similar manner around the world.
* Know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu’s and Sikhs,
* Talk about how Diwali is celebrated.
* Know that people around the world have different religions.
* Know that Mendi and Rangoli patterns are created to celebrate Diwali.
 | * Describe and talk about the weather and seasonal changes in our local area.
* Understand different parts of the world have contrasting temperatures and weathers.
* Understand and talk about environments that are different to their own.
* Know that some materials melt.
* Talk about and sequence the melting and freezing process. Categorise animals and understand how animals are adapted to certain environments.
* Compare and contrast locations.
* Explore historical figures Robert Scott, Ernest Shackleton, Neil Armstrong
 | * Make observations of plants and animals
* Observe live caterpillars – butterflies / Chick or Duck eggs
* Explore the natural world around them and make observations and draw pictures
* Understand some of the processes in the natural world- life cycles
* Develop an understanding of how Easter is celebrated.
* Developing understanding of living things including plants and animals.
* Observe plants and explore what they need to grow.
 | * Name and identify common creatures.
* Complete a mini-beast hunt.
* Talk about the features of different creatures.
* Begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.
* Make comparisons between habitats and know how these are linked to climate and landscape.
* Talk about the importance of bees.
 | * Describe how the forest looks at this time of year (Spring/ Summer)
* Recognise different types of transport and how this has changed over time.
* Recognise historical figures relating to transport– The Wright’s Brothers, Amelia Airheart
* Talk about bird’s eye view
* Look at life in the past
* holidays- photos, books, etc.
* Categorise animals by their characteristics.
* Know the habitats of a range of different animals.
* Understand that we can’t always see all animals in the world and understand the importance of zoos and aquariums.
* Talk about the ecological concerns for our oceans.
* Talk about ways in which we can reduce pollutions.
* Compare and contrast locations looking specifically at coastal areas.
* Talk about the features of a costal environment.
* Name creatures found in oceans.
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| **Respect** | **PSED** | Class Promises and responsibilities linked to feelingsBuilding teamwork and independence | My Happy MindMeet your brain1. Brain Sort2.Is team HAP happy or sad?3.Brain hat | My happy mindCelebrate1.Being Kind2.Bravery Medal3.Design your own superhero cape | My Happy MindAppreciate1.Gratitude Frame2.Appreciation Sort3.Gratitude Mirror | My Happy MindRelate1.Friendship Recipe2.Active Listening Poster3.Listening with eyes not ears | My happy mindEngage1.Setting goals2.Growth goal for me3.Perseverance challenge |
| **ENJOY TEAM** | **Expressive Art and Design** | * Drawing with accuracy
* Selecting tools for a purpose
* Kapow- Marvellous marks
* Exploring different mark making tools and drawing face pictures
* Invent and adapt stories through their role play and small world play
* Artist focus: Matisse
 | * Kapow- Junk Model
* Explore how to join different materials together and begin to understand the design and make process.
* Colour identification
* Colour mixing
* Retell stories using puppets and small world characters.
* Perform poems, **songs and stories – Nativity**
* Artist focus: Kandinsky
 | * Kapow- painting and mixed media painting our world.
* Creating a night sky picture
* Primary colours
* Colour mixing with intent Colour identification
* Colour mixing
* Make use of props and materials in the role play area to re-create well known stories
* Perform songs and stories
* Artist focus: Van Gogh Starry night
 | * Kapow- bookmarks
* Exploring simple sewing
* Making an easter bookmark
* Perform poems, songs and stories
* Develop own designs and select materials
* Create and adapt designs
 | * Kapow- Sculpture and 3D creation station
* Using clay
* Making clay animals.
* Exploring the use of textures
* Perform poems, songs and stories
* Invent and adapt stories through their role play and small world play
* Artist focus: Van Gogh Sunflowers
 | * Kapow- structure boats
* Waterproof materials
* Floating and sinking
* Exploring boats
* Making boats
* Testing boats
* Consolidation and depth
* Explore the use of a range of tools
* Have preferences for forms of expression and explain my use of materials and design
* Artist focus: Paul Klee (fish)
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| **BE HEALTHY TEAM** | **Physical Development** | * PE lesson – spatial awareness
* Fundamental movement skills
* Develop the skills needed to get through the school day e.g. lining up
* Revise and use fundamental movement skills
* Use a dominant hand for mark making and begin to hold a pencil with a tripod grip.
* Make snips in paper with scissors
* Show an awareness of healthy foods.
 | * PE lesson – Games
* Use core muscle strength to achieve good posture (start to develop handwriting posture)
* Use scissors to cut a straight line.
* Negotiate space effectively and move in range of different ways.
* Form some letter shapes correctly.
* Know about fire safety.
* Develop control and co-ordination using knives and forks.
* Develop letter shapes and more control with mark making tools.
 | * PE lesson- Gym- Rocking and rolling
* Negotiate space and obstacles safely
* Use a range of tools effectively including pencils and scissors
* Use a knife to cut food with control.
* Know good practises for hygiene including eating, sleeping, exercise and hygiene.
* Feed paper through hand and follow a line whilst cutting.
* Form letters with greater control.
 | * PE lesson – Bat and ball skills
* Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.
* Use a range of tools effectively including pencils and scissors
* Use all cutlery effectively to eat meals
* Know how to keep safe when crossing roads.
* Form recognisable letters.
 | * PE lesson – Dance – Jungle
* Demonstrate different ways of moving
* Use scissors effectively and cut with accuracy
* Play ball games, throwing, catching/kicking and receiving a ball.
* Know that screen time can be bad for us.
* Know how to keep teeth healthy.
* Form most letters correctly.
 | * PE lesson – Target games
* Use a range of small tools effectively- drawing with accuracy
* Develop good control and co-ordination in large and small movements.
* Talk about a range of ways to keep our bodies and minds healthy.
* Form letters correctly developing a more fluent style.
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