|  |  | **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 |
|  | **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 |
| \*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. |
|  | **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. |
| **MATHS** | WRM Units:  Matching and comparing amounts  Representing, comparing and composition of numbers to 3 including subitising  Compare mass, length and capacity  Exploring 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 triangles  Representation of numbers to 5  Look closely at the composition of numbers to 5 (including subitising)  4 sided shapes - Squares and rectangles  Day 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 5  Compare Mass  Numbers 6, 7 ,8  Combining two groups  Finding pairs  Compare 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 10  Number bonds to 10  Starting to count beyond 10  Patterns and number relationships  3D 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 beyond  Number patterns  Adding more and taking away  Spatial 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 understanding  Patterns and relationships  Spatial awareness - position and mapping  Consolidation/ 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. |
| **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. |
| **Respect** | **PSED** | Class Promises and responsibilities linked to feelings  Building teamwork and independence | My Happy Mind  Meet your brain  1. Brain Sort  2.Is team HAP happy or sad?  3.Brain hat | My happy mind  Celebrate  1.Being Kind  2.Bravery Medal  3.Design your own superhero cape | My Happy Mind  Appreciate  1.Gratitude Frame  2.Appreciation Sort  3.Gratitude Mirror | My Happy Mind  Relate  1.Friendship Recipe  2.Active Listening Poster  3.Listening with eyes not ears | My happy mind  Engage  1.Setting goals  2.Growth goal for me  3.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) |
| **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. |