|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic- All About Me**Who am I Healthy me Feelings**English** Getting to Know You: 1 Week Emotions: 1 WeekNursery rhymes: 2 weeksTraditional Tales: 3 weeksThe Three Little PigsThe Gingerbread ManLittle Red Riding Hood | **Topic- Light and Dark** Light and DarkBonfireNativity**English** Narrative: 3 weeksOwl BabiesNon-Fiction: Labelling | **Topic- Our Heroes**Superheroes- People who help us **English** Narrative: 3 weeksWe’re Going On A Bear HuntNon-Fiction: List making | **Topic- Growing and Changing**Growing Minibeasts**English**Narrative: 3 WeeksThe Very Hungry CaterpillarNon-Fiction: Diary Entry  | **Topic- Hot and Cold**Amazing AnimalsAfrica and Antarctic **English**Narrative: 3 WeeksHanda’s SurpriseNon-Fiction: Recipe | **Topic- Seaside**Seaside Transport**English**Narrative: 3 WeeksThe Rainbow FishNon-Fiction: Postcards |
| **Story Time**The Colour Monster Elephant Me! And Tango Makes Three!Sam’s Sandwich Goldilocks and the Three BearsThe True Story of the 3 Little Pigs The Princess and The Pea | **Story Time**The Darkest DarkWhatever Next How to catch a starAliens Love UnderpantsOwl Babies | **Story Time**SuperwormSupertato Little People Big DreamsBusy People  | **Story Time**The Tiny SeedLulu loves flowersMonkey PuzzleMatisse’s Trail Jack and the Beanstalk | **Story Time**Tyrannosaurs DripThe Emperor’s EggLost and FoundOne day on our blue planet: In the SavannahMeerkat Mail | **Story Time**Topsy and Tim at the SeasideBear’s AdventureThe Storm WhaleWhat the ladybird heard at the seasideSharing a shellClean Up! |
| **Nursery Rhymes**5 Little DucklingsWind the Bobbin Up Incy Wincy SpiderHumpty DumptyWheels on the BusOld McDonald Had a Farm London Bridge is Falling DownOne, Two, Three, Four, FiveHickory Dickory DockAnts Go MarchingHead, Shoulders, Knees and ToesHush Little BabyTen Green Bottles |
| **Vocab**Topic:healthy, unhealthy, fruit, vegetable, exercise, happy, joyful, sad, unhappy, excited, delighted, angry, madThree Little Pigs:huff, straw, wood, brick, chimney, pot Gingerbread Man: special, tiny, father, galloped, sly, cunning, finallyLittle Red Riding Hood:cottage, forest, woodcutter | **Vocab**Topic:sky, stars, planets, space, sun, moon, light, dark, darkness, Mary, Joseph, Jesus, Three Kings, Gold, Frankincense, Myrrh, stable, star, Bethlehem, manger, King Herod, donkey, shepherds, sheep, Angel GabrielOwl Babies: night, woods, trunk, tree, hole, branch, wing, mother owl, Bill, Percy, Sarah, silent, scared | **Vocab**Topic:doctor, nurse, vet, teacher, dentist, police, accident, helper, emergency, hospitalWe’re Going On A Bear Hunt: stumble, trip, tiptoe, squelch, swishy grass, snowstorm, cave, bear, forest | **Vocab**Topic:roots, stem, leaves, flower, seeds, soil, seed, tray, watering can, trowel, light, air, water, warmth,The Very Hungry Caterpillar:moon, egg, sun, food, lay, eat, beautiful, caterpillar, cocoon  | **Vocab**Topic:climate, hot, cold, temperature, environment, different, similar, continent, rainforest, desert, savannah, iceberg, ice, frozen, igloo, penguin, husky, whaleHanda’s Surprise:delicious, banana, sweet, guava, juicy, orange, ripe, mango, pineapple, giraffe, tangy, passion fruit, parrot, goat, tangerines, surprise | **Vocab**Topic: summer, beach, seaside, pirate, sand, sea, shells, swimming, rock pool, sun cream, lifeguard, ice cream, deck chairRainbow Fish:Fish, gills, scales, tail, octopus, starfish, coral reef, cave, sparkling,  |
| **Maths***Getting to know you*- Take this time to play and get to know the children!*Block One*- Match, sort and compare amounts*Block Two*- Talk about measure and patterns*Block Three*- It’s me 1, 2, 3 | **Maths***Block Four*- Circles and triangles*Block Five*- 1, 2, 3, 4, 5*Block Six*- Shapes with 4 sides | **Maths***Block Seven*- Alive in 5*Block Eight* - Mass and Capacity*Block Nine*- Growing 6, 7, 8*Block Ten*- Length, height and time  | **Maths***Block Ten*- Length, height and time *Block Eleven*- Building 9 and 10 *Block Twelve*- Explore 3-D shapes | **Maths***Block Thirteen* - To 20 and beyond*Block Fourteen*- How many now?*Block Fifteen*- Manipulate compose and decompose*Block Sixteen*- Sharing and grouping | **Maths***Block Sixteen*- Sharing and grouping*Block Seventeen*- Visualise, build and map *Block Eighteen*- Make connections |
| **RE****Branch 1-** Creation and Covenant | **RE****Branch 2-** Prophecy and Promise | **RE****Branch 3-** Galilee to Jerusalem | **RE****Branch 4-** Desert Garden | **RE****Branch 5-** To The End of The Earth | **RE****Branch 6-** Dialogue and Encounter |
| **RSHE- Module 1**Unit 1: Religious understandingUnit 2: Me, my body, my healthy | **RSHE- Module 1**Unit 3: Emotional wellbeing | **RSHE- Module 1**Unit 4: Life cycles Growing up**RSHE- Module 2**Unit 1: Religious understanding | **RSHE- Module 2**Unit 2: Personal Relationships | **RSHE- Module 2**Unit 3: Keeping Safe  | **RSHE- Module 3**Unit 1: Religious UnderstandingUnit 2: Living in The Wider World |
| **PSHE**Pink Goes to SchoolBlue Learns to SharePink Misses Mummy | **PSHE**Blue’s Best FriendRed Visits the DentistPurple’s Poorly Why Does Purple Play Differently?  | **PSHE**Blue Explores Road SafetyRainbows Food JourneyYellow Learns About GermsYellow Wants to Play with Orange  | **PSHE**Yellow’s BedtimeRed’s Hearing Aid | **PSHE**Pink’s Screen TimeBlue Gets Lost | **PSHE**Rainbow Visits the SeasideGreen’s Greens Green Gets GlassesGreen Is Moving Up A Year |
| **Understanding the World**\*Explores/comment own immediate environment using knowledge, from observation, discussion.\*Explores/comments on religious and cultural communities.\*Looks closely at patterns and change.\*Explores outside and comments by using some their senses.\*Begins to make observations of the natural world, plants and animals.\*Begin to draw on own experiences to talk about past and present.\*Begin to talk about lives of people around them. | **Understanding the World**\*Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.\*Begins to know some similarities and difference between religious and cultural communities.\*Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts.\*Looks closely at similarities, differences, patterns, and change.\*Describe outside by using their senses.\*Makes observations of the natural world, plants, and animals.\*Begins to talk about some important processes and changes in the natural world around them eg effects of changing seasons.\*Begins to identify some similarities and differences between the natural world around them and contrasting environments.\*Draw on own experiences to talk about past and present.\*Begins to know some similarities and differences between things in the past and now.\*Begin to talk about lives of people in society and their roles.\*Begin to show understanding of the past using books and stories (compare and contrast. | **Understanding the World**\*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.\*Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.\*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where- appropriate- maps.\*Explore the natural world around them, making observations and drawing pictures of animals and plants.\*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.\*Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.\*Talk about the lives of the people around them and their roles in society.\*Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class/\*Understand the past through settings, characters and events encounteredin books read in class and storytelling. |
| **Physical Development**\*Experiments and combine different ways of moving.\*Jumps off an object and lands appropriately.\*Begins to negotiate space when racing and playing with other children, adjusting speed, and changing direction to avoid obstacles.\*Explore and practice skills to travels, under, over and through balancing and climbing equipment.\*Explores how to push, pat, throw, catch, or kick objects.\*Explore simple tools to effect changes to materials.\*Handles tools, objects, construction, and malleable materials with increasing control.\*Shows a preference for a dominant hand.\*Begins to use anti clockwise movement and retrace vertical lines.\*Begins to form recognisable letters | **Physical Development**\*Will experiment and combine different ways of moving demonstrating increasing level of skill.\*Negotiates space successfully when racing and playing with other children, adjusting speed, and changing direction to avoid obstacles.\*Travels with confidence and skill, under, over and through balancing and climbing equipment.\*Shows increasing control when pushing, patting, throwing, catching, or kicking it.\*Uses tools with increasing confidence and accuracy to effect changes to materials.\*Handles tools, objects, construction and malleable materials with increasing control and expertise.\*Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | **Physical Development**\*Negotiate space and obstacles safely, with considerations for themselves and others.\*Demonstrate strength, balance and coordination when playing.\*Moves energetically, such as running, jumping, dancing, hopping, skipping, and climbing.\*Holds a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases.\*Uses a range of tools, including scissors, paint brushes and cutlery.\*Begins to show accuracy and care when drawing. |
| **Expressive Art and Design**\*Explores what happens when they mix colours.\*Explores a range of simple tools.\*Begins to use props and materials to role-play their own experiences.\*Shows an interest in music\*Begins to build a repertoire of songs and rhymes.\*Plays alongside other children who are engaged in the same theme.\*Introduces a narrative into their play based on own experiences.\*Plays cooperatively as part of a group to develop and act out a narrative.\*Begins to perform songs and rhymes with others and expresses themselves using music. | **Expressive Art and Design**\*Experiments to create different textures.\*Begins to understand that different media can be combined to create different effects.\*Manipulates a variety of resources to achieve a planned effect.\*Uses simple tools competently and appropriately.\*Selects appropriate resources and adapts work where necessary.\*Begins to use props and materials to role-play characters in narratives and stories.\*Develop and refine own ideas.\*Explores music making.\*Begins to build a repertoire of songs, rhymes, poems and stories.\*Extends play with other children who are engaged in the same theme.\*Introduces a storyline or narrative into their play.\*Plays cooperatively as part of a group to develop and act out a story.\*Begins to perform songs, rhymes, poems, and stories with others, and- when appropriate try to. | **Expressive Art and Design**\*Safely explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.\*Share their creations, explaining the processes they have used.\*Make use of props and materials when role-playing characters in narratives and stories.\*Invent, adapt, and recount narratives and stories with peers and their teachers.\*Sing a range of well-known nursery rhymes and songs.\*Perform songs, rhymes, poems, and stories with others, and- when appropriate try to move in time with music. |
| **Communication and Language**\*Maintains attention and sits appropriately during an activity.\*Listen and do for a short span (two channelled attention).\*Able to follow a story with props or pictures.\*Responds to simple instructions.\*Understands humour e.g., in stories.\*Extends vocabulary e.g., grouping and exploring the meaning and sounds of new words.\*Uses language to imagine and recreate roles and experiences in play.\*Links statements and sticks to main theme/intention.\*Uses talk to organise, sequence, and clarify ideas, and events.\*Introduces a storyline or narrative into their play. | **Communication and Language**\*Maintains attention, concentrates, and sits appropriately during an activity.\*Listen and do for a short span, using comments and actions in a small group.\*Able to follow a story without props or pictures.\*Responds to instructions involving two-part sequence.\*Responds and takes turns when communicating.\*Begins to ask why or how questions.\*Participates and uses newly introduced vocabulary in 1:1/ small group contexts.\*Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative.\*Uses talk to organise, sequence, and clarify thinking and ideas.\*Expresses their ideas and feelings using full sentences, using past and present tense. | **Communication and Language**\*Listen attentively.\*Respond to what they hear with relevant questions, comments and actions when being read to.\*Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.\*Make comments about what they have heard and ask questions to clarify understanding.\*Hold conversation when engaged in back-and-forth exchanges with their teacher/peers.\*Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary.\*Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.\*Express their ideas and feelings about their experiences using fullsentences, using past, present, and future tenses and making use of conjunctions with support from teacher. |
| **Other Celebrations**Birthday WeekWorld Mental Health DayBonfire Night Remembrance DayRoad Safety WeekAdventChristmas | **Other Celebrations**New YearEpiphanyChinese New Year Valentines Day Shrove TuesdayWorld Book DayMother’s Day Easter Crafts/Easter Bonnet Parade | **Other Celebrations**Ascension PentecostSports DayFather’s DayHealthy Eating WeekGraduation  |