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| **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 Week  Nursery rhymes:  2 weeks  Traditional Tales:  3 weeks  The Three Little Pigs  The Gingerbread Man  Little Red Riding Hood | **Topic- Light and Dark**  Light and Dark  Bonfire  Nativity **English**  Narrative: 3 weeks  Owl Babies  Non-Fiction:  Labelling | **Topic- Our Heroes** Superheroes- People who help us  **English**  Narrative: 3 weeks  We’re Going On A Bear Hunt  Non-Fiction:  List making | **Topic- Growing and Changing** Growing  Minibeasts  **English**  Narrative: 3 Weeks  The Very Hungry Caterpillar  Non-Fiction:  Diary Entry | **Topic- Hot and Cold**  Amazing Animals  Africa and Antarctic  **English**  Narrative: 3 Weeks  Handa’s Surprise Non-Fiction:  Recipe | **Topic- Seaside**  Seaside  Transport  **English**  Narrative: 3 Weeks  The Rainbow Fish  Non-Fiction:  Postcards |
| **Story Time**  The Colour Monster  Elephant Me!  And Tango Makes Three!  Sam’s Sandwich  Goldilocks and the Three Bears  The True Story of the 3 Little Pigs  The Princess and The Pea | **Story Time**  The Darkest Dark  Whatever Next  How to catch a star  Aliens Love Underpants  Owl Babies | **Story Time**  Superworm  Supertato  Little People Big Dreams  Busy People | **Story Time**  The Tiny Seed  Lulu loves flowers  Monkey Puzzle  Matisse’s Trail  Jack and the Beanstalk | **Story Time**  Tyrannosaurs Drip  The Emperor’s Egg  Lost and Found  One day on our blue planet: In the Savannah  Meerkat Mail | **Story Time**  Topsy and Tim at the Seaside  Bear’s Adventure  The Storm Whale  What the ladybird heard at the seaside  Sharing a shell  Clean Up! |
| **Nursery Rhymes**  5 Little Ducklings  Wind the Bobbin Up  Incy Wincy Spider  Humpty Dumpty  Wheels on the Bus  Old McDonald Had a Farm  London Bridge is Falling Down  One, Two, Three, Four, Five  Hickory Dickory Dock  Ants Go Marching  Head, Shoulders, Knees and Toes  Hush Little Baby  Ten Green Bottles | | | | | |
| **Vocab**  Topic:  healthy, unhealthy, fruit, vegetable, exercise, happy, joyful, sad, unhappy, excited, delighted, angry, mad  Three Little Pigs:  huff, straw, wood, brick, chimney, pot  Gingerbread Man: special, tiny, father, galloped, sly, cunning, finally  Little 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 Gabriel  Owl 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, hospital  We’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, whale Handa’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 chair  Rainbow 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 understanding  Unit 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 Understanding  Unit 2: Living in The Wider World |
| **PSHE**  Pink Goes to School  Blue Learns to Share  Pink Misses Mummy | **PSHE**  Blue’s Best Friend  Red Visits the Dentist  Purple’s Poorly  Why Does Purple Play Differently? | **PSHE**  Blue Explores Road Safety  Rainbows Food Journey  Yellow Learns About Germs  Yellow Wants to Play with Orange | **PSHE**  Yellow’s Bedtime  Red’s Hearing Aid | **PSHE**  Pink’s Screen Time  Blue Gets Lost | **PSHE**  Rainbow Visits the Seaside  Green’s Greens  Green Gets Glasses  Green 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 encountered  in 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 full  sentences, using past, present, and future tenses and making use of conjunctions with support from teacher. | |
| **Other Celebrations**  Birthday Week  World Mental Health Day  Bonfire Night  Remembrance Day  Road Safety Week  Advent  Christmas | | **Other Celebrations**  New Year  Epiphany  Chinese New Year  Valentines Day  Shrove Tuesday  World Book Day  Mother’s Day  Easter Crafts/Easter Bonnet Parade | | **Other Celebrations**  Ascension  PentecostSports Day  Father’s Day  Healthy Eating Week  Graduation | |