

	Autumn Term		Spring Term		Summer Term	
Theme	Autumn 1 – All About Me	Autumn 2 – Light and Dark	Spring 1 – Hot and Cold	Spring 2 – Tell Me a Story	Summer 1 – Come Outside!	Summer 2 – Let’s Go on an Adventure!
Other Possible Themes	People Who Help Us Our Local Area Our Families Learning Animals - 7 Habits Harvest Festival	Autumn Diwali Christmas Bonfire Night Children in Need Remembrance Day Road Safety Friendship Week Space Electricity through Time	Pets Valentine’s Day Chinese New Year Arctic Animals Freezing and Melting Hot and Cold Places Looking after Ourselves	Pancake Day Comic Relief Mother’s Day Easter Fairytale Week International Women’s Day World Book Day	Gardening Plants and Animals Life Cycles Minibeasts David Attenborough Eid Al-Fitr	Holidays Lifeguards Mermaids Looking after the Ocean Transport Father’s Day Sports Day World Oceans Day Journeys Travel and Transport over Time
Enrichment Activities	Phonics Workshop for Parents Family Share a Book sessions Invite people in who help us e.g. Firefighter, Dentist, Nurse Making Vegetable Soup Animal Experience - Hedgehogs and Owls	Diwali Carousel Day / Making Food for Diwali Christmas Performance Family Share a Book sessions Odd Sock Day / Anti-Bullying Week Christmas Carousel Day Christmas Performance	Chinese New Year Carousel Day Chinese New Year Parade Special People Day – Invite someone you love into school / Heart shaped cookie making Melting chocolate to make crispy cakes Freezing apple juice to make sorbet Family Share a Book sessions	Invite Mum / Grandma / Auntie into school for Mother’s Day Celebration / Make Scones Parents invited in to make Easter bonnets – Easter Parade / Easter Egg Hunt Theatre Group / Storytelling Group / Dressing up as Fairytale Character Family Share a Book sessions Making Pancakes Easter carousel Day	School trip? Local area? Family Share a Book sessions Gardening Club	Invite Dad / Grandad / Uncle into school for Father’s Day celebrations – Make Cake Invite parents in to talk about their jobs Sports Activities Family Share a Book sessions End of Year Celebration with Parents
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language / NELI interventions, Talk for Writing and Tapestry Time.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.
	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
	Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer 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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through bucket therapy interventions, circle times, social stories, diversity stories, Tapestry Time etc.	Self-Regulation Children will be able to follow one-step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently and children will also learn about oral health. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a ‘can do’ attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.
	Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.					
	Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
	Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.					
Physical Development 	Gross Motor Skills Children will learn to move safely in a space. Fine Motor Skills Children will begin to use a tripod grip when using mark making tools. Get Set 4 PE: Introduction to PE – Unit 2 (Getting to know Ourselves and Space)	Gross Motor Skills Children will explore different ways to travel using equipment. Fine Motor Skills Children will accurately draw lines, circles and shapes to draw pictures. Get Set 4 PE: Dance – Unit 2 (Seaside / Fireworks / Farm)	Gross Motor Skills Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor Skills Children will handle scissors, pencil and glue effectively.	Gross Motor Skills Children will jump and land safely from a height. Fine Motor Skills Children will use cutlery appropriately. Get Set 4 PE: Gymnastics – Unit 2 (Fairytale)	Gross Motor Skills Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Skills Children will hold scissors correctly and cut out small shapes. Get Set 4 PE: Ball Skills – Unit 2 (Weather)	Gross Motor Skills Children will be able to play by the rules and develop coordination. Fine Motor Skills Children will form letters correctly using a tripod grip. Get Set 4 PE: Fundamentals – Unit 2 (Circus / Safari / Jungle – Around the World)

Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, write dance				Get Set 4 PE: Games – Unit 2 (Countries)			
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.							
Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.							
Literacy  Children develop their reading and writing skills through our phonics scheme – FFT Success for all Phonics. This includes daily phonic sessions and daily shared reading sessions. Children will have at least 1 weekly writing rainbow challenge and will read to adults regularly.		Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make. Possible outcomes (TWS): Writing a shopping list Name writing Making new home cards Labelling pictures Making ‘new baby’ cards	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly. Possible outcomes: (Talk for Writing and TWS) Create our own versions of ‘Owl Babies’ Describing characters with simple sentences Creating new characters and labelling these Writing predictions about the egg Onomatopoeia words to describe fireworks Describing a story setting	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters. Possible outcomes: (Talk for Writing and TWS) Create a class version of ‘The Snow Queen’ Writing letters to The Snow Queen Writing New Year’s Resolutions Writing animal factfiles Innovating the key text Creating story maps	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs. Writing Children will write labels / phrases representing the sounds with a letter / letters. Possible outcomes: (Talk for Writing and TWS) Re-telling a familiar story to another class Making a ‘wanted’ poster Writing a book review Writing instructions for Little Red Riding Hood Designing a house for The Three Pigs	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing Phase 4 words and tricky words. Writing Children will write words that are spelt phonetically. Possible outcomes: (Talk for Writing and TWS) Write our own stories of ‘The Very Ugly Bug’ Writing minibeast factfiles Writing instructions about how to plant a seed Describing the ‘Very Ugly Bug’ Drawing and labelling a minibeast Designing a new minibeast	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds. Possible outcomes (TWS): Writing a diary entry Creating a persuasive poster Writing a letter Writing about our senses Descriptive writing about habitats Writing a poem
Possible Book Focus		Books about friendship Books about families The Little Red Hen Supertato Books about people who help us	Owl Babies Toot the Owl Books about nocturnal animals Nursery Rhymes Room on the Broom Christmas Books Aliens Love Underpants Books about Diwali Stories about eggs	Jack Frost Lost and Found If You Were a Penguin The Emperor’s Egg Meerkat Mail Books about Chinese New year Books about keeping healthy The Snow Queen	The Gruffalo Goldilocks and The Three Bears Three Little Pigs Little Red Riding Hood Three Billy Goats Gruff	Jack and the Beanstalk The Tiny Seed Oliver’s Vegetables The Very Hungry Caterpillar A Fruit is a Suitcase for Seeds The Bad Tempered Ladybird Billy’s Sunflower Handa’s Surprise Dear Zoo The Tiger Who Came to Tea Giraffes Can’t Dance	The Rainbow Fish Barry the Fish with Fingers Commotion in the Ocean Sharing a Shell Tiddler Pirate Boy Croc and Bird Hooray for Fish The Snail and the Whale The Storm Whale
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.							
Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.							
Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.							
Mathematics  Children will take part in daily maths sessions following the NCETM Axis Fluency planning. They will also have a SSM session every Monday. Each week, they will have at least 1 rainbow challenge linked to maths.		Number Children will have a deep understanding of 1-3. Numerical Patterns Children will verbally say which group has more or less.	Number Children will have a deep understanding of numbers 1-5. Numerical Patterns Children will compare equal and unequal groups.	Number Children will have a deep understanding of numbers 1-8. Numerical Patterns Children will understand and explore the difference between odd and even numbers.	Number Children will have a deep understanding of numbers 1-10. Numerical Patterns Children will add and subtract using number sentences.	Number Children will revise number bonds to 5. Numerical Patterns Children will share quantities equally.	Number Children will know number bonds to 10, including doubling facts. Numerical Patterns Children will be able to count beyond 20 and higher.
Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.							
Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.							

Understanding the World  Children will take part in woodland explorer sessions every week. They will also have regular topic sessions / circle times linked to each theme. Through our home corner children will know homes give us somewhere to eat, sleep, keep clean and shelter. Children will complete daily weather chart, using appropriate weather vocabulary eg: rainy, snowy, cloudy and foggy. During weekly woodland explorers sessions, we will discuss what is appropriate clothing for the weather/season. Celebrate birthdays, starting school, birth of a brother or sister and special events during carpet time/tapestry.	History: <i>Past and Present</i> Children will know about their own life story and how they have changed and what features have stayed the same e.g eye colour, hair colour etc. Children will be able to talk about how they look and what they can now do. Children will talk about past and present events in their lives and that humans go through different life stages e.g. baby, toddler, child, teenager and adult. History: <i>Past and Present</i> Children will talk about their families e.g. mum, dad, sister and brother and compare their families to other families. Geography: <i>People, Culture and Communities</i> Children will know about features of the school environment. Children will know the name of their school and exact location using a map. Science/Geography: <i>The Natural World</i> Seasonal Changes – Autumn Children will know and identify changes that happen in Autumn and be able to name and find some common natural items found outside during Autumn e.g. pinecone, conker and brown leaves. They will be able to describe these objects in detail. Science: <i>The Natural World</i> Children will explore what happens to food over time e.g. apple core (decay) Geography: <i>People, Culture and Communities</i> Children will know about and describe people who help us within the community to stay safe and healthy. Being aware of calling 999 for help in an emergency. Children will be able to talk about jobs people have within the community.	History: <i>Past and Present</i> Children will share information about why we have special events e.g. Bonfire Night and Remembrance day. RE: <i>People, Culture and Communities</i> Diwali Celebrations The Christmas Story Hannukah Science / Geography: <i>The Natural World</i> Seasonal Changes – Autumn / Winter <i>Autumn</i> Children will know and identify changes that happen in Autumn and be able to name some common natural items found outside during Autumn e.g. pinecone, conker and brown leaves <i>Winter</i> Children will know and identify changes that happen in Winter and be able to talk about seasonal changes they have noticed around them e.g. evenings are darker and the weather is colder. Children will compare the 2 seasons that they know about - Autumn and Winter. Science: <i>The Natural World</i> Children will discuss different light sources, thinking about natural and man-made light sources. Children will discuss how shadows are formed by objects blocking light, having a go at creating their own. Science: <i>The Natural World</i> Children will be able to discuss animals that come from eggs.	RE: <i>People, Culture and Communities</i> Children will know that people around the world have different religions. Chinese New Year / Ramadan Science: <i>The Natural World</i> Children will know some important processes and changes in the natural world, including states of matter e.g. freezing and melting. Children will explore how they can speed up the melting process and carry out investigations on this. Science / Geography: <i>The Natural World</i> Seasonal Changes – Winter Children will know and identify changes that happen in Winter and be able to talk about seasonal changes they have noticed around them e.g. evenings are darker and the weather is colder. Children will recap their understanding about hibernation using stories and non-fiction texts, identifying animals that hibernate. Science / Geography: <i>The Natural World</i> Weather – Children will be able to discuss what the weather is like in detail. Finding out the temperature and how does that link to the weather. Science / Geography: <i>The Natural World</i> Children will know about animals that we share the planet with and where in the world we find these animals, locating these on a globe. Children will know about different habitats and the adaptations some animals have to survive there e.g. fur.	History: <i>Past and Present</i> Children will know about the past through settings, characters and events. RE: <i>People, Culture and Communities</i> The Easter Story Eid al-Fitr Geography: <i>The Natural World</i> Children will be able to name different places in our world e.g. town, countryside, village and city. Children will know about different kinds of homes e.g. bungalow, house or flat. Children will be able to talk about the type of home they live in. Science / Geography: <i>The Natural World</i> Seasonal Changes – Spring Children will know and identify changes that happen in Spring and talk about seasonal changes they have noticed around them. Science: <i>The Natural World</i> Children will make observations about animals discussing similarities and differences. Life cycles - Tadpole to Frog	Science: <i>The Natural World</i> Children will make observations about plants discussing similarities and differences. Geography: <i>People, Culture and Communities</i> Children will know that there are many countries around the world and use stories, non-fiction texts, images, video clips and – when appropriate - maps to find out about places in the world that are different to the one in which they live. Science / Geography: <i>The Natural World</i> Seasonal Changes – Spring / Summer Children will know and identify changes that happen in Spring / Summer and talk about seasonal changes they have noticed around them e.g. plants are growing, trees have blossom / green leaves and baby animals are being born. Children will compare the 4 seasons.	Geography: <i>People, Culture and Communities</i> Children will draw their own maps to go on their own adventure e.g. a route of woodland explorers Geography: <i>People, Culture and Communities</i> Name man-made materials such as glass, paper and plastic and natural materials such as chalk, sand and wood. Identify objects made from man-made and natural materials. Geography: <i>People, Culture and Communities</i> Children will identify some similarities and differences between life in this country and life in other countries e.g. how children travel to school, what they eat or where they live. Science / Geography: <i>The Natural World</i> Children will explore and ask questions about the natural world around them. Children know that they share the planet with lots of other things and find these using maps e.g. rivers, oceans, mountains. History: <i>Past and Present</i> Children will know some similarities and differences between things in the past and now e.g. looking at transport and toys. Children will use the language past, present and future. Science / Geography: <i>The Natural World</i> Seasonal Changes – Summer Children will know and identify changes that happen in Summer and talk about seasonal changes they have noticed around them e.g. it has started to become hotter and what we need to stay safe e.g. sun cream and sunhat. Children will compare the 4 seasons.
	Past and Present: Talk about the lives of the people around them and their roles in society. Know 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.					
	People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different 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 (when appropriate) maps.					
	The Natural World: 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 the seasons and changing states of matter.					
	Expressive Arts and Design  Children will take part in weekly rainbow challenges that encourage them to be creative in range of different ways.	Music: <i>Being Imaginative</i> Children will sing and perform nursery rhymes. Art and Design: <i>Creating with Materials</i> Children will experiment mixing with colours. Artwork of the Month: Mondrian ‘Colour Block’	Music: <i>Being Imaginative</i> Children will experiment with different instruments and their sounds. Art and Design: <i>Creating with Materials</i> Children will experiment with different textures. Artwork of the Month: ‘Into the Woods’- Nirmal Pathare.	Music: <i>Being Imaginative</i> Children will create narratives based around stories. Art and Design: <i>Creating with Materials</i> Children will safely explore different techniques for joining materials. Artwork of the Month: ‘Starry Night’ by Vincent Van Gogh	Music: <i>Being Imaginative</i> Children will move in time to the music. Art and Design: <i>Creating with Materials</i> Children will make props and costumes for different role-play scenarios.	Music: <i>Being Imaginative</i> Children will play an instrument following a musical pattern. Art and Design: <i>Creating with Materials</i> Children will explore and use a variety of artistic effects to express their ideas and feelings. Artwork of the Month: ‘The Garden at Giverny’ by Claude Monet
Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.						
Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. 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.						