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| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Possible Themes/Interests/Lines of Enquiry** | Pete the Cat/ Owl Babies/ Autumn stories/ Halloween/family | Autumn/ Halloween/ Bonfire Night/ Gruffalo/Stick Man/Diwali/Christmas around the world. | Winter/ Lunar New Year/ Space/ Local area/ Valentine’s day | Spring/ Traditional Tales/ Pancake Day/ Easter/ Growing up | Summer/ Life cycles- frog, butterfly, sunflowers/ Slugs and Snails/Bee’s/ Farms past and present/ St. George’s Day | Seaside (past and present)/ Pirates/ Bears- fiction- visit to the woods and non-fiction/ Royal Family/Transition |
| **Visit/experience** |  | Visit to the woods.  Zoolab insect workshop- The Zagaro | Pantomine  Moon party.  Walk around local area |  | Visit to HH apiary | Leighton Moss visit.  Swimming- leisure centre  Transition |
| **Communication and Language** | Listen to familiar stories and begin to focus attention.  Use sentences of 4-6 words. | Join in with stories and anticipate key events.  Follow directions and respond to instructions. | Consider the listener and take turns in conversations.  Use new vocabulary and retell a simple event in the correct order. | Begin to use more complex sentences- linking ideas using ‘and, because’.  Understand questions such as ‘who, why, when, where and how’. | Follow instructions involving several ideas or actions.  Describe events in some detail. | Retell a story.  Use past, present and future tenses.  Listen and respond to ideas expressed by others. |
| **Personal, Social and Emotional Development**  **Self-regulation** | Understand classroom rules and routines.  Talk about basic emotions and feelings. | Invite others to play and join in games.  Try new things.  Begin to consider others feelings. | Continue to develop relationships with adults and children.  Begin to understand compromise and negotiation. | Talk about own and others feelings.  Become more flexible and cooperative, and wait to have needs met. | Talk about what they are good at and would like to improve.  Demonstrate resilience and perseverance when trying out a new activity. | Identify own feelings and adjust behaviour where needed.  Seek out a challenge.  Explain how they are unique and individual. |
| **Religious Education** | What makes us special? | Why do we have celebrations? | Why are stories special? | What makes something special? | What makes a place special? | What makes our world wonderful? |
| **Physical Development** | **Indoor Gross Motor:**  Develop upper body and core strength for Early Writing.  Shonette Bason-Wood Squiggle while you Wiggle  Creates lines and circles pivoting from the shoulder and elbow.  **Fine Motor:**  Manipulate objects  Draw lines and circles  Hold pencil beyond a whole hand grasp  Begin to write name | **Indoor Gross Motor:**  Continue Squiggle with crawling games.  **Fine Motor:**  Develop muscle tone to increase pencil pressure onto paper  Use tools  Show preference for a dominant hand | **Indoor Gross Motor:**  Throwing, catching, and bouncing a small football / beanbag. Individually and with a partner.  **Fine Motor:**  Hold pencil with a comfortable grip  Form some recognisable letters with the correct formation (link to phonics) and including own name | **Indoor Gross Motor:**  Balancing, travelling forwards, backwards, sideways on floor and benches.  Ball and beanbag skills aiming at a target throwing.  **Fine Motor:**  Begin to form more letters correctly  Handle tools, objects, construction and malleable materials with increasing control | **Indoor Gross Motor:**  Climbing, negotiating apparatus safely, weight bearing by hands hanging from bars.  Ball skill with feet, kicking at a target and dribbling around cones.  **Fine Motor**:  Form all letters correctly  Write name correctly | **Indoor Gross Motor:**  Develop sports day race skills. Balancing beanbag on a bat, quoit on head, running in a straight line, obstacle race, jumping in a sack.  **Fine Motor:**  Hold pencil with a secure tripod grip and form all letters correctly |
| ***Outdoor area - open all day every day to allow children to climb, build and be active to develop their gross motor skills for strength and coordination.***  ***Both indoors and outdoors have construction kits of various sizes for gross and fine motor development. Mark making tools, glue and scissors and other fine motor activities (peg boards, threading, tracing and stencils) are available in continuous provision.*** | | | | | |
| **Literacy** | **Phonics: Supersonic Phonic Friends (SSPF)**  Basics 1/2- hearing sounds, identifying rhythm and rhyme.  **Reading:** Hear sounds in words and be able to say these sounds e.g. cat= c-a-t  Listen to, and join in with stories.  **Writing:** Begin to make letter type shapes and attempt to represent their name and other simple words. | **Phonics: (SSPF)**  Basics 2- know 19 sounds as per parent newsletter.  **Reading:** Learn to read books match phonic sounds taught. Read individual letters by saying sounds. Blend these sounds into single words in reading books.  **Writing:** Link sounds to letters and write recognisable letters in sequence. Begin to hold pencil with good grip. | **Phonics: (SSPF)**  Consolidate basics 2. Segment and blend sounds and learn tricky words as per parent newsletter.  **Reading:** Ongoing- learn to read books**.** Become aware of the way stories are structured and tell own stories. Segment sounds and blend to read words.  **Writing:** Begin to spell 2 and 3 letter words using Basics 2 letters. Write own name and labels/captions. | **Phonics: (SSPF)**  Begin Basics 3. Know the sounds and tricky words as per parent newsletter.  **Reading:** Ongoing- learn to read books. Read simple phrases and sentences made up of words with known sounds. Retell simple stories in the correct sequence.  **Writing:** Write labels and captions progressing to short sentences in their play.  Hold a pencil effectively to form recognisable letters. | **Phonics: (SSPF)**  Consolidate Basics 3.Read and write simple sentences using phonic knowledge.  **Reading:** Begin Guided Reading sessions. Describe story setting, events and characters in increasing detail. Answer comprehension questions about the book.  **Writing:** Write a simple phrase or sentence that can be read by others with a full stop. | **Phonics: (SSPF)**  Basics 4 and consolidate any sounds not yet secured.  Know the tricky words for each basics stage.  **Reading:** Guided reading sessions. Read aloud simple sentences and books consistent with their own phonic knowledge. Say whether they liked or disliked the book and why.  **Writing:** Write for different purposes- short story, list, instructions etc. Spell words using phonic knowledge. |
| **Mathematics**  **(White Rose)** | **Count objects, actions and sounds. Subitise**    Just like me:  Matching, sorting and comparing.  Comparing amounts.  Comparing size, mass and capacity.  Exploring pattern. | **Subitise up to 5. Learn Its double 1 and 2, 2+1**  It’s Me 1, 2, 3: Representing, comparing and composition of 1,2, 3.  Circles and triangles. Positional language.  Light and Dark: Representing numbers to 5.  One more and one less.  Shapes with 4 sides.  Time. | **Subitise up to 6 Learn Its doubles to 5, 2+1, 3+2**  **Recall of number bonds 0-5**  Alive in 5!  Introducing zero.  Comparing numbers to 5.  Composition of 4 and 5.  Comparing mass.  Comparing capacity.  Growing 6,7,8:  Numbers 6, 7, 8  Making pairs.  Combining two groups.  Length and height.  Time. | **Subitise up to 8 Reinforce Learn Its doubles to 5, 2+1, 3+2**  **Recall of number bonds 0-10**  Building 9 and 10**:**  Numbers 7, 8, 9 and 10.  Comparing numbers to 10  Number bonds to 10  3D shape.  Pattern. | **Subitise up to 10 Reinforce Learn Its doubles to 5, 2+1, 3+2**  **Recall of number bonds 0-10**  To 10 and beyond:  Building numbers beyond 10.  Composition of numbers to 10 and beyond.  Counting patterns beyond 10.  Spatial reasoning.  Match, rotate, manipulate.  First, then, now:  Adding more, taking away. | **Subitise up to 10 Recall of number bonds 0- 10**  **Count in 2’s, 10’s and 5’s.**  Find my pattern:  Doubling.  Sharing and grouping.  Even and odd.  On the move:  Deepening understanding  Pattern and relationships. |
| **Understanding the World** | **People and communities:**  Talk about family, routines and people who are important.  Describe features of the school.  **The World:**  Forces and Autumn.  Talk about why things happen and how things work.  **Computing:**  Know how to move a mouse and click | **People and communities:**  Recognise and describe special times and events for family and friends.  Comment on images of familiar situations in the past.  **The World:**  Colour, light and reflections, Winter.  Develop an understanding of growth, decay and changes over time.  Ask questions about aspects of their familiar world.  **Computing:**  Use basic functions on the class computer.  Know that some pictures a real and some are fake. | **People and communities:**  Talk about past and present events in their own life and in the lives of their family- personal timeline.  Describe their immediate environment using knowledge from observation, discussions, photographs and maps.  **The World:**  The five senses and Spring  Know about similarities and differences in relation to places, objects, materials and living things.  **Computing:**  Know how to use the paintbrush and change the colour. | **People and communities:**  Name and describe people who are familiar to them within their community e.g. police, fire service, mountain rescue etc.  Find out about people in their own community and in other countries through stories.  **The World:**  Materials and Spring.  Know about similarities and differences in relation to places, objects, materials and living things.  **Computing:**  Uses ICT hardware to interact with age appropriate software-class computer/ICT suite- 2 simple programmes.  Internet safety day.  Know how to take pictures. | **People and communities:**  Know about similarities and differences between themselves and others, and among families, communities and cultures- Kenya.  Use the language of time when learning about figures in the past- St. Georges day.  **The World:**  Plants and Summer. Make observations of animals and plants and explain why some things occur.  **Computing:**  Can usetablets and class computer to search for information.  Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. | **People and communities:**  Order experiences in relation to themselves and others- story maps and visit to Leighton Moss.  Royal family- where do we live, capital city, famous landmarks.  **The World**:  Caring for wildlife and our environment.  Show care and concern for living things. Understand the impact their behaviour can have on the environment.  **Computing:**  Complete a simple BeeBot program using a grid map or carpet squares. Plan a route around our local area- using children’s own maps. |
| **Expressive Arts and Design** | Develop an understanding of using lines to enclose a space.  **Self-portrait.**  Use various construction materials.  Join in with moving, dancing and circle games.  Make up simple songs.  Engage in imaginative play based on own ideas/ experiences. | Use drawings to represent experiences, observations and imagination.  Use tools for a purpose.  Develop an understanding of how to create and use sounds intentionally.  Create movement in response to music and stories.  Play alongside children who are engaged in the same theme. | Introduction to the woodwork bench.  **Self-portrait**.  Continue to access a wide range of materials, tools and techniques.  Choose particular movements/instruments, sounds, colours and materials for their own imaginative purposes. | Access the woodwork bench more independently.  Work individually or collaboratively on larger projects.  Make music in a range of ways and build a collection of songs and dances.  Act out an imaginary idea or story when playing cooperatively. | Develop ideas through experimentation with different materials, loose parts, watercolours, pastels etc.  **Self- portrait**.  Sing in a group or on their own increasingly matching the pitch or following the melody.  Listen attentively, move to and talk about music. | Develop ideas through experimentation with different materials, loose parts, watercolours, pastels etc.  Be able to represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.  Perform songs, rhymes, poems and stories with others. |