









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 –
<b>Possible Themes/Interests/Lines of Enquiry</b>  	Pets Superheroes Looking after Ourselves People Who Help Us Our Local Area Our Families	Autumn Harvest Firefighters Diwali Remembrance Day Bonfire Night Christmas	Valentine's Day Lunar New Year Arctic Animals Around the World Transport Space	Spring Shrove Tuesday Fairtrade Easter Growing & Gardening Easter	Journeys Life Cycles Transport Growing plants Local Area David Attenborough	Summer Holidays (past & present) Hot places Rockpools Lifeguards Mermaids Looking after the ocean
<b>Enrichment Activities</b>	Harvest Appeal Autumn Praise	Nativity Performance Christmas Jumper Dinner Day	ADD ONCE KNOWN	ADD ONCE KNOWN World Book Day?? Easter Bonnet/egg decorating	ADD ONCE KNOWN National Storytelling Week	ADD ONCE KNOWN Super Science Day??
<b>Communication and Language</b>   <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, homework show &amp; tell and Poetry Basket.</p>	<b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.  <b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.	<b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.  <b>Speaking</b> Children will use new vocabulary throughout the day.	<b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.  <b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.	<b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.  <b>Speaking</b> Children will engage in non-fiction books and use new vocabulary in different contexts.	<b>Listening, Attention and Understanding</b> Children will be able to understand a question such as <i>who, what, where, when, why</i> and <i>how</i> .  <b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	<b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.  <b>Speaking</b> Children will use talk in sentences using a range of tenses.
<p><b>Listening, Attention and Understanding:</b> 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.</p> <p><b>Speaking:</b> 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.</p>						
<b>Personal, Social and Emotional Development</b>   <p>Children develop their personal, social and emotional skills throughout the year through the SCARF programme, circle times,</p>	<b>Self-Regulation</b> Children will be able to follow one-step instructions.  Children will recognise different emotions.  Children will focus during short whole class activities.  <b>Managing Self</b> Children will learn to wash their hands independently. <b>Building Relationships</b>	<b>Self-Regulation</b> Children will talk about how they are feeling and consider others' feelings.  <b>Managing Self</b> Children will understand the need to have rules.  <b>Building Relationships</b>	<b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.  <b>Managing Self</b> Children will develop independence when dressing and undressing.  <b>Building Relationships</b>	<b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.  <b>Managing Self</b> Children will manage their own basic needs independently.  Children will learn to dress themselves independently.  <b>Building Relationships</b>	<b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.  <b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.  <b>Building Relationships</b>	<b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.  <b>Managing Self</b> Children will show a 'can do' attitude.  Children will understand the importance of healthy food choices.  <b>Building Relationships</b>

social stories, diversity & inclusivity stories etc.	Children will seek support from adults and gain confidence to speak to peers and adults.	Children will begin to develop friendships.	Children will be able to use taught strategies to support with turn taking.	Children will listen to the ideas of other children and agree on a solution and compromise.	Children will learn to work as a group.	Children will have the confidence to communicate with adults around the school.
	SCARF – Being my Best	SCARF – Growing & Changing	SCARF – Valuing Difference	SCARF – Me and my Relationships	SCARF –Rights & Responsibilities	SCARF – Keeping Myself Safe
	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 to follow instructions involving several ideas or actions.					
	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  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, Pen Disco and Motor Monday activities.	Gross Motor Children will learn to move safely in a space.	Gross Motor Children will explore different ways to travel using equipment.	Gross Motor Children will be able to control a ball in different ways.	Gross Motor Children will jump and land safely from a height.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.	Gross Motor Children will be able to play by the rules and develop coordination.
	Children will develop overall body-strength, balance, co-ordination and agility.		Children will balance on a variety of equipment and climb.			
	Fine Motor Children will begin to use a tripod grip when using mark-making tools.	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Fine Motor Children will handle scissors, pencil and glue effectively.	Fine Motor Children will use cutlery appropriately.	Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip.
	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, paint brushes and cutlery. Begin to show accuracy and care when drawing.						
Literacy  Children take part in daily Little Wandle Phonics lessons, read three times a week in a group, read individually and receive daily keep up sessions where needed. Each week a new poem is learned & performed. Drawing Club ideas are used for Literacy.	Comprehension Children will independently look at a book, hold it the correct way and turn pages.	Comprehension Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read.
	Word Reading Children will segment and blend sounds together to read words.	Word Reading Children will begin to read captions and sentences.	Word Reading Children will recognise taught digraphs in words and blend the sounds together.	Word Reading Children will read words containing tricky words and digraphs,	Word Reading Children will read longer sentences containing phase 4 words and tricky words.	Word Reading Children will read books matched to their phonics ability.
	Writing Children will give meanings to the marks they make.	Writing Children will form letters correctly.	Writing Children will write words representing the sounds with a letter/letters.	Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Writing Children will write words which are spelt phonetically.	Writing Children will write simple phrases and sentences using recognisable letters and sounds.

<div><div>Drawing Club Focus</div><div>Book</div><div>Traditional Tale</div></div>	Rosie's Walk Dear Zoo The 3 Billy Goats Gruff The 3 Little Pigs	Where the Wild Things are Some Dogs Do Little Red Hen The Magic Porridge Pot	We're Going on a Bear Hunt Penguin Chicken Licken The Gingerbread Man	The Tiger who came to Tea A Dark, Dark Tale Jack & the Beanstalk Goldilocks	Farmer Duck Would You Rather? Rumpelstiltskin Princess and the Pea	Pirate Pete The Rainbow Fish The Enormous Turnip The Elves & the Shoemaker
	<p><b>Comprehension:</b> 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.</p> <p><b>Word Reading:</b> 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.</p> <p><b>Writing:</b> 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.</p>					
<div><div>Mathematics</div><div></div><div>White Rose Maths is the bedrock to the Maths curriculum, taught daily. Children have opportunities to practise and embed Maths skills in the Continuous Provision and as adult-led activities.</div></div>	<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less &amp; compare amounts.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-3.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups. Pattern and time.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5, including 0.</p> <p><b>Numerical Patterns</b> Children will combine amounts and make pairs.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences, including number bonds to 10.</p>	<p><b>Number</b> Children will deepen understanding of numbers beyond 10.</p> <p><b>Numerical Patterns</b> Children will share quantities equally. They will learn about odd/even numbers.</p>	<p><b>Number</b> Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 20 and higher. Mapping skills.</p>
	<p><b>Number:</b> 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.</p> <p><b>Numerical Patterns:</b> 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.</p>					
<div><div>Understanding the World</div><div></div><div>Children will learn about similarities and differences in the world around them. They will learn to make observations of the natural and man made world around them, talking about how and why things change. It includes opportunities for curiosity both indoors and out of doors. Our curriculum for RE is Questful RE. Children</div></div>	<p><b>History: Past and Present</b> Children will talk about members of their immediate family and community.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment.</p> <p><b>Science: The Natural World</b> Children will understand the terms 'same' and 'different'.</p> <p>Children will explain what they see, hear and feel.</p> <p><b>RE: People, Culture and Communities</b> EYFS I am Special</p>	<p><b>History: Past and Present</b> Children will know about their own life story and how they have changed.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world.</p> <p><b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them.</p> <p><b>RE: People, Culture and Communities</b> EYFS Christmas</p>	<p><b>History: Past and Present</b> Children will talk about the lives of people around them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community.</p> <p><b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments.</p> <p><b>RE: People, Culture and Communities</b> EYFS Stories Jesus Heard</p>	<p><b>History: Past and Present</b> Children will comment on images of familiar situations in the past..</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions.</p> <p><b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> EYFS Easter</p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p> <p><b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> EYFS Special Times</p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events.</p> <p><b>Geography: People, Culture and Communities</b> Children will understand that some places are special to members of their community</p> <p><b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of matter.</p> <p><b>RE: People, Culture and Communities</b> EYFS Prayer</p>

develop spiritually, morally, culturally, socially and emotionally. They learn about our Christian Values and are empowered to make positive choices.	EYFS Harvest		EYFS Stories Jesus Told		EYFS Special Places	EYFS Friendship
	<p><b>Past and Present:</b> 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.</p> <p><b>People, Culture and Communities:</b> 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.</p> <p><b>The Natural World:</b> 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.</p>					
<div>Expressive Arts and Design</div> <div></div> <div>Charanga is the basis for Music teaching and learning. Children learn to appreciate and develop awareness of cultural experiences. Children are encouraged to share &amp; explain thinking, and to realise their own unique expressions.</div>	<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment mixing with colours.</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment with different textures.</p>	<p><b>Music: Being Imaginative</b> Children will create narratives based around stories.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will safely explore different techniques for joining materials.</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems.</p> <p>See Charanga Progression of Skills document.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p>
	<p><b>Creating with Materials:</b> 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.</p> <p><b>Being Imaginative:</b> 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.</p>					

Diversity Texts to be  
throughout the year  
story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical Disabilities	Different Families
So much Shine Astro Girl Lulu’s first day Baby goes to market Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Where the Ocean meets the Forest Maisie’s scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We’re all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The Unbudgable Curmudgeon	Its ok to be different When Charlie met Emma Only one you Don’t call me special Happy to be me Millie gets her super ears	My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

read  
during