

Theme		ALL ABOUT ME	CELEBRATIONS	ONCE UPON A TIME	GROWING	LIVING THINGS	JOURNEYS
Term		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Core Text</b> <i>Also books and rhymes linked to children's interests</i>		<b>It's ok to be different</b> <b>I am Nefertiti</b> <b>Pumpkin soup</b> <b>Recipe books</b>	<b>Whatever next!</b> <b>Space books</b> <b>Lighting a Lamp (Diwali)</b> <b>Nativity</b>	<b>Three Little Pigs</b> <b>Materials books</b> <b>Not a stick</b> <b>Lanterns &amp; Firecrackers (CNY)</b>	<b>Errol's Garden</b> <b>Jack &amp; the beanstalk</b> <b>Plant life cycle</b> <b>Easter Story</b>	<b>Dinosaur roar</b> <b>If I had a dinosaur</b> <b>Eggs – life cycle</b>	<b>Going on a bear hunt</b> <b>Noah's Ark</b> <b>Transport books</b> <b>You can't take an elephant on a bus</b>
<b>Characteristics of Learning</b>		<b>Playing &amp; Exploring</b> I am interested in the resources that are here. I use resources in my pretend play e.g. I pretend blocks are mobile phones to call my mum. I keep returning to resources, experiences that I really like that <b>Active Learning</b> I will spend a lot of time doing an activity that I enjoy and am interested in. I set my own goals and am so pleased with myself when I meet them. <b>Creating &amp; thinking critically</b> I take the time to test out my ideas.	<b>Playing &amp; Exploring</b> I am interested in the adults and my friends. I use the resources to share my experience I am happy to start to play with activities and resources on my own. <b>Active Learning</b> I am good at staying on track and other noises and children do not easily distract me. I will try different ways of doing things to try to work them out. <b>Creating &amp; thinking critically</b> I remember what happened before when I did something and use this to help me work out how do other things. I think of my own ideas and use lots of words: "How about" and "I have an idea"	<b>Playing &amp; Exploring</b> I am interested in things that happen when I am playing and learning. I act out experiences <b>Active Learning</b> I notice my environment and any changes, I know what happens next during my day. I am aware and interested in different adults or visitors to the setting. <b>Creating &amp; thinking critically</b> I will make a plan and think about how I want to do something. I remember what I did last time and whether it worked or not.	<b>Playing &amp; Exploring</b> I am happy to play with my friends and take on a role. I use all of my senses; I touch, feel, try, smell, taste and hear to explore the experiences in the environment around me. <b>Active Learning</b> I am proud of how I can work things out, even if the end result wasn't what I thought it would be. Even though I like to be praised, I am happy to try things out, knowing I am doing my best. <b>Creating &amp; thinking critically</b> I can suggest what I think might happen, what I will see or what I might need to do next.	<b>Playing &amp; Exploring</b> I look for experiences and resources that give me new skills and are a challenge to me. I am not afraid to have a go. <b>Active Learning</b> I am fascinated by the resources in the environment and am always excited when you introduce something new. If things go wrong, I don't get discouraged, I keep on trying. <b>Creating &amp; thinking critically</b> I always check on what is happening and can change my approach if I need to. I can change the way I do something to get a different result if I need to.	<b>Playing &amp; Exploring</b> I am happy to play with resources that are open ended that mean I need to use my imagination. I don't give up when something goes wrong or it gets hard. I keep having a go. <b>Active Learning</b> I will keep trying if I start to find things difficult. I will revisit activities or resources to try to work them out for myself. <b>Creating &amp; thinking critically</b> I think about what I have seen, heard or experienced and am able to talk about what has happened and whether it worked or not.
		<b>PRIME AREAS OF LEARNING</b> <b>Personal, Social &amp; Emotional Development</b>	Settling in at school. Understand and learn routines. Talk to peers and familiar adults See myself as a valuable individual. Manage my own needs. Personal hygiene <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	Use resources on my own Try new activities Recognise what is acceptable/not acceptable behaviour Gain confidence asking for what I want or need  Identify and moderate my own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. <i>Work and play cooperatively and take turns with others.</i>	Begin to negotiate to solve problem, start conversations with others. Work as part of team to follow rules playing cooperatively taking turns  Express my feelings and consider the feelings of others. Build constructive and respectful relationships. Think about the perspectives of others. <i>Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.</i> <i>Form positive attachments to adults and friendships with peers.</i>	Say when I do or don't need help. Talk about ways to keep safe when using the internet.  Know and talk about the different factors that support my overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>	Use positive language to talk about myself. Talk about my skills and the good things I can do.  <i>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.</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i>

	<b>Communication and Language</b>	<p>Daily story, rhyme, and 'chat' times.</p> <p>Role play activities based on first-hand experience and interest</p> <p>Introducing talk partners</p> <p>Engage in story times</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Describe some events in detail</p> <p>Develop social phrases</p>	<p>Daily story, rhyme, and 'chat' times.</p> <p>Role play activities based on first-hand experience and interest</p> <p>Nativity play</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Use new vocabulary throughout the day</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Daily story, rhyme, and 'chat' times.</p> <p>Role play activities based on first-hand experience and interest</p> <p>Retelling stories.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words</p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p>	<p>Daily story, rhyme, and 'chat' times.</p> <p>Role play activities based on first-hand experience and interest</p> <p>Giving instructions.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p>	<p>Daily story, rhyme, and 'chat' times.</p> <p>Role play activities based on first-hand experience and interest.</p> <p>Describing events.</p> <p>Use new vocabulary in different contexts.</p> <p><i>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.</i></p> <p><i>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p>	<p>Daily story, rhyme, and 'chat' times.</p> <p>Role play activities based on first-hand experience and interest.</p> <p>Speaking to others.</p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</i></p> <p><i>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.</i></p>
	<b>Physical Development</b>	<p>Wash my hands and use the toilet independently.</p> <p>Put on and take off my jumper or cardigan.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>PE: Introduction to PE Unit 1</p>	<p>Take off and put on my socks and shoes.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely &amp; confidently. Suggested tools: pencils for drawing and writing, paintbrushes, spoon, scissors.</p> <p>PE: Fundamentals unit 1</p>	<p>Put on and take off my coat independently.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely &amp; confidently. Suggested tools: knives, forks, stapler, and hole punch.</p> <p><i>Begin to show accuracy and care when drawing.</i></p> <p>PE: Gym Unit 1. Dance unit 1</p>	<p>Use larger tools such as spade, garden fork, trowel, and broom.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p>PE: Games unit one</p>	<p>Develop overall body strength, co-ordination, balance &amp; agility needed to engage successfully with future physical education sessions &amp; other physical disciplines.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i></p> <p>PE: Fundamentals unit 2</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p>PE: Ball skills Unit 1. Sports day practice</p>
	<b>RE</b>	<p><b>God's world</b></p> <p>CD: Come to know that God loves each one always and at all times; Begin to hear about God's wonderful world.</p>	<p><b>God's family</b></p> <p>CD: Hear the story of Christmas; Come to know Mary is the mother of Jesus; Be able to join in simple prayers and hymns.</p>	<p><b>Getting to know Jesus</b></p> <p>Jesus is God's son; appreciate a friendship with Jesus; Jesus helps us to choose the good; Jesus cured people who were ill.</p>	<p><b>Sorrow &amp; Joy</b></p> <p>Jesus helps us choose the good; take responsibility for choices and actions; Learn to say sorry; show care for one another.</p>	<p><b>New Life</b></p> <p>Show care for one another; hear the story of Easter; Sunday is a special day for the church family to come together to celebrate; experience praying with others as a celebration.</p>	<p><b>Our Church Family</b></p> <p>Church is a special place where God's people meet; Sunday is a special day for the church family; appreciate their friendship with Jesus through Baptism.</p>
	<b>PSHE</b>	<p><b>Created and loved by God</b></p> <p>Ten Ten Unit 2</p> <p>Me, my body, my health</p> <p><i>Harvest Festival</i></p>	<p><b>Created and loved by God</b></p> <p>Ten Ten Unit 3</p> <p>Emotional wellbeing</p> <p><i>Advent Fundraising</i></p>	<p><b>Created to love others</b></p> <p>Ten Ten Unit 2</p> <p>Personal Relationships</p> <p><i>Feeling Good Week</i></p>	<p><b>Created to love others</b></p> <p>Ten Ten Unit 3</p> <p>Keeping safe</p> <p><i>Lenten Fundraising</i></p>	<p><b>Created and loved by God</b></p> <p>Ten Ten Unit 4</p> <p>Growing up</p>	<p><b>Created to live in the community</b></p> <p>Ten Ten Unit 2</p> <p>Living in the wider community</p> <p><i>Community action</i></p>

SPECIFIC AREAS OF LEARNING

<p><b>Literacy</b> <i>Daily story and phonic sessions.</i></p>	<p>Recognise own name. Give meaning to marks when creating lists and labels. Phase 2: is I the /s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u /r/h/b/f/l/ Read individual letters by saying the sounds for them. <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p>	<p>Give meaning to marks when creating captions. Retell sequence of events by creating a story map. Use word mats. Phase 2: put pull full go no to she push he of we me be /ff/ll/ss/j/v/w/x/y/z/zz/qu/ch/sh /-s(s)/-s(z)/th/ng/nk Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme. <i>Anticipate – where appropriate – key events in stories.</i></p>	<p>Use captions and simple sentences when retelling a traditional tale. Phase 3: was you they my by all are pure sure /ai/ee/igh/oa/oo/oo/ar/or/ur/o w/oi/ear/air/er/double letters Read some letter groups that each represent one sound and say sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. <i>Read words consistent with their phonic knowledge by sound-blending.</i></p>	<p>Write simple instruction sentences. Phase 3: words with two or more digraphs, -ing, compound words, -es (z), longer words Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Re-read what they have written to check that it makes sense. <i>Say a sound for each letter in the Alphabet and at least 10 digraphs.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p>	<p>Write factual sentences using topic vocabulary. Phase 4: said so have like some come love do were here little says there when what one when there out today short vowels cvcc, ccvc, ccvcc, ccvcc, ccvcc, root words ending in -ing, -ed, -st <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others.</i></p>	<p>Write a simple recount of an imagined or real event. Phase 4: long vowel sounds cvcc, ccvc, cccvc, cccv, ccvcc. Phase 4 words with -s(s), -s(z), es(z) at the end, root words ending in -er, -est. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <i>Write recognisable letters, most of which are correctly formed.</i></p>
<p><b>Mathematics</b></p>	<p>Subitise within 4 in a range of contexts. Identify sub-groups in larger arrangements. Create own patterns for numbers within 4. Practise using fingers to represent quantities which can be subitised. Relate the counting sequence to cardinality (last number spoken gives the number in the entire set). Develop knowledge of the counting sequence, and 1:1 correspondence, including through rhyme and song. Understand that anything can be counted. Explore a range of strategies which support accurate counting. See that all numbers can be made of 1s. Understand that sets can be compared according to a range of attributes. Use the language of comparison, including ‘more than’ and ‘fewer than’.</p>	<p>Subitise, and explore the composition of numbers, within 5. Count beyond 5. Recognise numerals, relating these to quantities they can subitise and count. Explore the concept of ‘wholes’ and ‘parts’. Compare sets using a variety of strategies, seeing they contain the same number and are equal amounts. Select, rotate and manipulate shapes to develop spatial reasoning skills.  <i>Subitise (recognise quantities without counting) up to 5.</i></p>	<p>Explore patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Explore a small group and ‘1 more’. Continue to develop verbal counting to 20 and beyond. Use a range of strategies to develop counting accuracy, including using their fingers to represent quantities between 5 and 10 Order numbers, linking cardinal and ordinal representations Practise recalling ‘missing’ or ‘hidden’ parts for 5. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of ‘5 and a bit’. Explore ways of making unequal sets equal. Continue, copy and create repeating patterns.</p>	<p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles.’ Explore the composition of numbers within 10. Become more familiar with the counting pattern beyond 20. Explore the composition of odd and even numbers. Begin to link even numbers to doubles. Compare numbers, reasoning about which is more. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</i></p>	<p>Practise familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns Use subitising skills to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Identify when it is appropriate to count and when groups can be subitised. Develop verbal counting to 20 and beyond, including counting from different starting numbers Order sets of objects, linking this to understanding of the ordinal number system.  <i>Have a deep understanding of number to 10, including the composition of each number.</i> <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i></p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. Compare length, weight and capacity.  <i>Automatically recall some number bonds to 10, including double facts.</i> <i>Verbally count beyond 20, recognising the pattern of the counting system.</i> <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>

	Understanding the world	<p>My body. Looking after myself. My new school. Food and Harvest. Cooking now and then.</p> <p>Comment on images of familiar situations in the past. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different from the one in which they live. Explore the natural world around them.</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p>	<p>Family events. Diwali. Fireworks. Remembrance. Advent. Christmas.</p> <p>Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past.</p> <p><i>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.</i></p>	<p>Material properties incl water. Building uses. Chinese New Year. Lent.</p> <p>Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.</p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p>	<p>Where is food from? Plants. Growing seeds. Visit allotment. Easter.</p> <p>Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p><i>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.</i></p>	<p>Animal life cycles. Dinosaurs. Habitats. Environment. Visit to Knebworth.</p> <p>Explore the natural world around them.</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	<p>Transport now and then. Maps. Going on holiday. Community. Visit Church</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.</p> <p><i>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 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p>
		Expressive arts and design	<p><b>Self-portrait</b> Drawing: pencils, pens, markers, chalk. Size and shape of marks. Photographs. Handprints.</p> <p>Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><i>Sing a range of well-known nursery rhymes and songs;</i></p>	<p><b>Colour</b> Mixing colours, shades, tints. Colour collections. Application of paint: tools, texture. Vincent Van Gogh ‘Starry night’</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p><b>Structures</b> Exploring materials. Disassembling objects.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p>	<p><b>Natural materials</b> Collage. Natural and manmade materials. Malleable materials – clay.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>	<p><b>Texture</b> Exploring textiles. Weaving natural and manmade materials. Lacing and threading. Cutting tearing.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Make use of props and materials when role playing characters in narratives and stories.</i></p>
Theme	<b>ALL ABOUT ME</b>	<b>CELEBRATIONS</b>	<b>ONCE UPON A TIME</b>	<b>GROWING</b>	<b>LIVING THINGS</b>	<b>JOURNEYS</b>	
Term	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>	