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| **Term** | **Autumn 1 – 7 wks** | **Autumn 2 – 7 wks** | **Spring 1 – 6 wks** | **Spring 2 – 7 wks** | **Summer 1 – 5 wks** | **Summer 2 – 6 wks** |
| **Topic** | This Is Me! | It’s Cold Outside! | You’re My Hero | Monsters vs Aliens | Traditional Tales | What an adventure! |
| **Literacy key texts** | *Is it fair to always do what you want?*  Mine! Rachel Bright  When I Grow up – Tim Minchin  Ruby’s Worry  Ravi’s roar  Mixed  What will Danny do today?  The Good Mood Hunt  The colour Monster  Everyone  Funny bones  Pumpkin soup | *Would you like it to be winter all the time?*  William’s winter wish  Non-Fiction (arctic animals)  Penguin  Stickman  One snowy night  Lost and Found  Poles apart | *What makes a superhero?*  Supertato  Supertato veggies assemble  Emergency | *Could you be friends with monster or an alien?*  Aliens love underpants  Bedtime for Monsters  The Smeds and the Smoos | *Do we always make the right choices?*  Jack and the Beanstalk  The Three Little Pigs  Goldilocks and the three bears  Goldilocks Rocks  Good Little Wolf  The Wolf story | *What kind of adventure would you take?*    What the ladybird heard  Tiddler  Rumble in the Jungle  How to catch a star  You Choose in Space  The Snail and the whale  Granny and the whole wide wonderful world  The great journey on the Bo Bo road  The great balloon hullabaloo  Sarah Jane aeroplane |
| **Festivals and Celebrations** |  | Bonfire Night  Diwali  Remembrance  Road Safety  Children in Need  Christmas | New Year’s Eve  Chinese New Year  Pancake Day  Valentine’s Day  Darwin Day | World Book Day  International Women’s Day  St Patrick’s Day  World Poetry Day  Mother’s Day  Easter | St George’s Day  Screen-Free week  Eid  Walk to School week | The Queen’s Jubilee  Father’s Day |
| **Areas of Learning** | | | | | | |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | PSED is not specifically planned for across the year, however there is a focus for circle times.  The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. | | | | | |
|  | * P4C and circle time * News time * Bring in family/baby photos and discuss home and community. * Social skills- making friends, managing feelings and sharing. * Whole class/group collaborative games. * Puppets/small world based on topic. * Role-play area with topic provision. | * P4C and circle time * Book focus on breaking the rules (Williams Winter Wish) * Book focus on trying new things and friendship (Elmer in the snow) | * P4C and circle time * What makes me a hero? * Share achievements and certificates. * Including those from outside school. | * P4C and circle time * Book focus on behaviour and helping each other * P4C – Is there such things as aliens? * Where do monsters and aliens come from? | * P4C and circle time * P4C/ circle time focus on the Giant – was he good or bad? What have you done that is kind? How do you think the giant felt? * Book focus on managing feelings. | * P4C and circle time * Book focusing on understanding of the world (looking at different environments) * Human impact on the world * P4C on changes – is it good to always stay the same? |
| **SEAL Themes** | New Beginnings | Getting on and Falling Out (Anti Bullying Week) | Going for Goals | Good to be Me | Relationships | Changes |
| **PHYSICAL DEVELOPMENT** | * Gross and fine Motor activities e.g. Finger gym ball games * Construction and malleable activities * Pencil grip * Mark-making * Name writing * Tidying up * Independent toileting and washing hands. * Self dressing – fastening coats/shoes independently. * Carpet skills with increased learning behaviours | * Fine Motor activities e.g. Funky fingers * Construction and malleable activities. * Pencil grip * Mark-making * Name writing * Creative activities- cutting & sticking. * Outdoor activities- moving in different ways and managing risks. * Use one-handed tools with increased control e.g. pencil, scissors. * Five a day fitness * Carpet skills with increased learning behaviours | * Letter formation * Outdoor activities- moving in different ways. * Hand-eye coordination activities, Ball games * Use one-handed tools with increased control e.g. pencil, scissors. * Five a day fitness * Talk about aspects of good health (Supertato)   Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Growth Mindset. | * Handle equipment and tools effectively, including pencils for writing. * Five a day fitness * Can talk about aspects of good health * Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Growth Mindset. * Hand-eye coordination activities, Ball games * Wake and Shake | * Handle equipment and tools effectively, including pencils for writing. * considers and manages some risks when tackling new challenges * Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Perseverance). * Gross motor skills: Preparing for sports day activities. * Practise self-dressing managing fastening buttons or laces. | * Manipulates objects with good fine motor skills. * Uses writing as a means of communicating to audience. * considers and manages some risks when tackling new challenges ( in new environments e.g. seaside, on Educational visits) * Self-dressing successfully managing fastening buttons or laces. * Can make healthy choices in relation to, healthy eating and exercise. |
|  | **PE & Sports Hub:**  Locomotion 1 | **PE & Sports Hub:**  Gymnastics – Flight – Jumping, Bouncing, Landing | **PE & Sports Hub:**  Locomotion 2 | **PE & Sports Hub:**  Dance – Nursery Rhymes | **PE & Sports Hub:**  Target Games 1 | **PE & Sports Hub:**  Yoga |
| **COMMUNICATION AND LANGUAGE** | C&L is not specifically planned for across the year. All aspects of developing C&L is considered throughout daily classroom practice, continuous provision, sessions such as Circle Time, Guided Reading and Show and Tell have a weighty focus on C&L as well as “talking buddies” and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as WELLCOMM are designed to support children who are not making the expected progress. | | | | | |
| **LITERACY** | **Comprehension & Reading:**   * Book Talk * Nursery Rhymes & Songs * Name recognition- self register, name pegs. * Reading initial sounds activities * Guided reading. | **Comprehension & Reading:**   * Home Books * 1:1 reading * Book talk * Winter texts * Independent reading activities. * Topic words matching activities | **Comprehension & Reading:**   * Home Books * 1:1 reading * Independent reading activities. * Topic word matching activities. * Guided Reading * Superhero stories and texts | **Comprehension & Reading:**   * Home Books * 1:1 reading * Book talk * Independent reading activities. * Topic words matching activities. * Guided Reading * Topic Key words | **Comprehension & Reading:**   * Home Books * 1:1 reading * Book talk * Independent reading activities. * Topic words matching activities. * Guided Reading * Topic Key words | **Comprehension & Reading:**   * Home Books * 1:1 reading * Book talk * Independent reading activities. * Topic words matching activities. * Guided Reading   Topic Key words |
| **Phonics & Word Reading:**   * Phase 2 phonics phonemes * Link sounds to letters * Letter formation (air writing) * Phonics songs & actions * Match initial sounds activities * Phonics Play IWB games | **Phonics & Word Reading:**   * Phase 2 Sounds * Oral segmenting and blending CVC words (Robot arms, Full circle etc) * Letter formation * HFW and tricky words * Simple sentences. * Phonics songs & actions * Phonics play IWB games | **Phonics & Word Reading:**   * Phonics Phase 2 & 3 * Blending and segmenting CVCC/ CCVC words and writing simple sentences. * HFW and tricky words * Phonics songs & actions * Phonics play IWB games | **Phonics & Word Reading:**   * Phonics Phase 2-4 sentences. * CCVCC/ CCCVCC words. * Polysyllabic words. * HFW and tricky words * Phonics songs & actions * Phonics phase 3 play IWB games | **Phonics & Word Reading:**   * Phonics Phase 2-4 sentences. * CCVCC/ CCCVCC words. * Polysyllabic words. * HFW and tricky words * Phonics songs & actions * Phonics phase 4 play IWB games | **Phonics & Word Reading:**   * Phonics Phase 2-4 sentences. * CCVCC/ CCCVCC words. * Polysyllabic words. * HFW and tricky words * Phonics songs & actions   Phonics phase 4 play IWB games |
| **Writing:**   * Extend spoken vocabulary. * Manipulates objects with good fine motor skills. * Develop pencil grip and Letter formation. * Ascribe meaning to marks. | **Writing:**   * Segment & blend CVC words and captions * Continues a rhyming string * Manipulates objects with good fine motor skills. * Use one-handed tools with increased control. * Develop letter formation | **Writing:**   * Segment & blend CVCC words and captions * Build simple sentences and can read them back. * Continues a rhyming string * Writes for different purposes. * Spell some irregular common words correctly. | **Writing:**   * Segment & blend CVCC words and captions * Build and write phonetically plausible captions and sentences. * Writes for different purposes. * Spell some irregular common words correctly. * Use their preferred hand for writing, using a correct pencil grip. * Begin to spell phonically regular words of more than 1 syllable | **Writing:**   * Write phonetically plausible sentences which can be read by themselves and others. * Spell some irregular common words correctly. * Use their preferred hand for writing, using a correct pencil grip. * Begin to be able to control letter size and write on lines * Spell phonically regular words of more than 1 syllable * Use key features of narrative in their own writing | **Writing:**   * Writes for different purposes. * Phase 2-4 HFW, sentences and tricky words. * Use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines * spell phonically regular words of more than 1 syllable * Use key features of narrative in their own writing |
| **MATHEMATICS** | **White Rose Scheme:**  *Just Like Me*   * Match and sort * Compare amounts * Compare size, mass, capacity * Exploring pattern | **White Rose Scheme:**  *It’s Me! 1,2,3!*   * Representing 1,2,3 * Comparing 1,2,3 * Composition of 1,2,3 * Circles, triangles, positional language   *Light and Dark*   * Representing numbers to 5 * One more and less * Shapes with 4 sides * Time | **White Rose Scheme:**  *Alive in 5!*   * Introducing zero * Comparing numbers to 5 * Composition of 4 and 5 * Compare mass * Compare capacity   *Growing 6,7,8*   * 6,7,8 * Making pairs * Combining 2 groups * Length and height * Time | **White Rose Scheme:**  *Consolidation*  *9 and 10*   * Comparing numbers to 10 * Bonds to 10 * 3D shape * Pattern | **White Rose Scheme:**  *To 20 and beyond*   * Building numbers beyond 10 * Counting patterns beyond 10 * Spatial reasoning * Match, rotate, manipulate   *First, Then, Now*   * Adding more * Taking away * Spatial reasoning * Compose and decompose | **White Rose Scheme:**  *Find My Pattern*   * Doubling * Sharing and grouping * Odd and even * Spatial reasoning * Visualise and build   *On the Move*   * Deeping understanding * Patterns and relationships * Spatial reasoning * Mapping |
| **UNDERSTANDING THE WORLD** | **Past & Present:**   * Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. | **Past & Present:**   * Look at the history behind some of the following significant events:   Remembrance Day  Bonfire Night   * Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. | **Past & Present:**   * Talk about the different occupations our friends and families have. * Who do we know that helps the community? * Who else can we think of that we see every day, that help us in our lives. | **Past & Present:**   * Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. | **Past & Present:**   * How are these traditional stories different to how we live now? | **Past & Present:**   * Look at the differences of the seaside – then and now. * How has the community/culture changed? |
| **People, Culture & Communities:**   * Role-play – Home corner * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Talks about significant events in their own experience. * They know about similarities and differences between themselves and others, and among families, communities and traditions. | **People, Culture & Communities:**   * Role-Play :Christmas & Post office * Significant Events and traditions. Trick or treat, Bonfire night, Remembrance Day, Christmas, Birthdays, Diwali. | **People, Culture & Communities:**   * Role Play: Police station/Fire station * Significant events: New Year, Chinese New Year * People who help us in the community * Shows interest in different occupations and ways of life. * Making maps, plans, Instructions and directions. * Visit local area * Familiarise children with the name of the road, and or village/town/city the school is located in. | **People, Culture & Communities:**   * Making maps, plans, Instructions and directions. * Visit local area * Familiarise children with the name of the road, and or village/town/city the school is located in. | **People, Culture & Communities:**   * Similarities and differences in relation to places, objects, materials and living things. * Significant Events: Father’s Day | **People, Culture & Communities:**   * Different types of transport. * Seasons and changes over time –Summer * Know that other children don’t always enjoy the same things, and are sensitive to this. |
| **The Natural World:**   * Provide children with have frequent opportunities for outdoor play and exploration. * Create opportunities to discuss how we care for the natural world around us. * Offer opportunities to sing songs and join in with rhymes and poems about the natural world. | **The Natural World:**   * Differences and changes over time. Seasons, weather, animals and plants. * They make observations and explain why some things occur. (e.g. Melting ice experiment) * Non-fiction arctic environment and animals. | **The Natural World:** | **The Natural World:**   * Can talk about things they have observed such as plants, animals, natural and found objects. (Farm visit and life cycles) * Similarities and differences in relation to places, objects, materials and living things. * Compare features of environments and how they might vary from one another. | **The Natural World:**   * Role- Play Garden centre * Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing) * Changes over time- Growth, decay. * Similarities and differences in relation to places, objects, materials and living things. (Three little pigs. | **The Natural World:**   * Comparing similarities and differences in different environments. (Seaside) * Familiar with basic scientific concepts such as floating, sinking, experimentation |
| **EXPRESSIVE ARTS AND DESIGN** | **Creating with Materials:**   * Enjoys joining in with dancing and ring games. Sings a few familiar songs. * Sings to self and makes up simple songs. Makes up rhythms. * Recognise repeated sounds and sound patterns and match movements to music * Constructs with a purpose in mind. * Manipulates materials to have a planned effect. * Mixing colours. * Selects appropriate resources and adapts work where necessary. | **Creating with Materials:**   * Begins to build a repertoire of songs and dances * Exploring colour/texture to make pictures * Understands that different media can be combined to create new effects- (Snow globes) * Uses simple tools and techniques competently and appropriately. * Expressive in art/drama/dance (Christmas concert) | **Creating with Materials:**   * Begins to build a repertoire of songs and dances * Exploring colour/texture to make pictures * Understands that different media can be combined to create new effects. * Uses simple tools and techniques competently and appropriately. * Expressive in art/drama/dance | **Creating with Materials:**   * Begins to build a repertoire of songs and dances * Exploring colour/texture to make pictures * Understands that different media can be combined to create new effects. * Uses simple tools and techniques competently and appropriately. * Expressive in art/drama/dance | **Creating with Materials:**   * Begins to build a repertoire of songs and dances * Understands that different media can be combined to create new effects. * Uses simple tools and techniques competently and appropriately. * Expressive in art/drama/dance * They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. | **Creating with Materials:**   * Children sing songs, make music and dance, and experiment with ways of changing them. * Safely use and explore a variety of materials, tools and techniques. * Experiment with colour, design, texture, form and function. * They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. |
| **Being Imaginative and Expressive:**   * Role Play – home corner | **Being Imaginative and Expressive:**   * Role Play – home corner * Enhanced: Post office for Christmas time. | **Being Imaginative and Expressive:**   * Role Play - People who help us (vets). | **Being Imaginative and Expressive:**   * Role play – Farm Shop | **Being Imaginative and Expressive:**   * Role play – Princess and Knights | **Being Imaginative and Expressive:**   * Role play – Seaside and the beach |
| **SPANISH** | Listening and Joining In | Counting and Singing | Celebrations/Days | Rainbows and Easter | Families and Rhymes | Join in with Stories/Performances |
| **ASSESSMENT** | NFER Baseline  Tiny Tracker  Long Observations | End of term assessments  Tiny Tracker  Interventions  Phonics Tracker | Tiny Tracker  Interventions  Long Observations | End of term assessments  Tiny Tracker  Interventions  Phonics Tracker | Tiny Tracker  Interventions  Long Observations | EY Profile  Tiny Tracker  Interventions  Phonics Tracker |
| **SHARING WITH PARENTS** | Report of Baseline Assessment  Phonics meeting  Learning Journeys  Newsletter | Learning Journeys  Parent’s Evening  Newsletter | Learning Journeys  Newsletter | Learning Journeys  Parent’s Evening  Newsletter | Learning Journey’s  Newsletter | Learning Journey’s  Detailed end of year reports  Newsletter |
| **TRIPS, VISITS AND EXPERIENCES** | * Ask parents and carers to share photos and memories of the children as babies- ‘Guess who?’ Exhibit/display. | * The Nativity | * Go and explore in the local area. Visit the local fire station, a visit from the local police, Nurses etc. * Invite some parents into talk about their jobs. * Super hero day. | * Making alien goo (slime) * Create monster mask/planet – paper Mache. | * Grow Bean stalks. * ‘Giant’ Visitor over the half term- foot prints, clues etc. * Children to create and ‘publish’ their own stories * Jubilee party – bury a time capsule | * End of year trip * Wishes for Year 1 |