Loose Themes These will be reviewed and can be deviated from to follow children's interests and fascinations TRIPS	Autumn 1 Let's Explore (Build it Up)	Autumn 2 Marvellous Machines (Puppets and Pop- Ups)	Spring 1 Long Ago (Stories and Rhymes)	Spring 2 Ready, Steady, Grow (Signs of Spring)	Summer 1 Animal Safari (Creep, Crawl and Wriggle)	Summer 2 On the beach (Moving on)
PSED Scarf & RSE	Me and My Relationships	Valuing Differences	Respectful friendships: How do I make people feel special?	Rights and Respect	Being my Best	Growing and Changing
PD	REAL PE To make marks using various materials, develop pencil control.	REAL PE To develop a correct pencil grip and represent sounds.	REAL PE Begins to form recognisable letters and labels and captions.	REAL PE Uses a pencil to form mostly recognisable letters and begins to write simple sentences.	REAL PE Use a pencil to correctly form most letters.	REAL PE Develop communication when working as a team. Accurately use a pencil to correctly form letters and write simple sentences. Begins to form tall

Reading- Word Reading RWI programm e followed	Phase 1 listening skills CVC words Applying phonics Set 1 sounds	Applying phonics knowledge to write CVC, CCVCC, words. Set 1 Sounds Finger spaces Full stops	Applying phonics knowledge to write CVC, CVCC, CVVC words. Set 2 sounds Finger spaces Full stops Common exception words	Applying phonics to write words using sounds. Capital letters, Finger spaces, Full stops Set 2 sounds. Common exception words.	Applying phonics to write words using sounds. Set 2/3 sounds. Writing full sentences.	Using phonics knowledge confidently and independently. Consolidation of sounds. Write a short sequence of simple sentences.
Reading-comprehe nsion.	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Learn single phoneme sounds. Hears and says the initial sound in words.	Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books	Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences.	Begins to read words and simple sentences with increased independence. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.	Read phonically regular words of more than one syllable as well as many irregular but high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describe the main events in the simple stories they have read.

Key texts Where the Wild things are by Maurice Sednak Where's Spot by Erich Hill Wichred Rosen Owl Babies by Martin Waddell Monkey Puzzle by Julia Donaldson Goodhart Waddell Monkey Puzzle by Julia Donaldson Goodhart Key texts Knows Knows The Tiger who Came to Tag by Judith Kerr The Big Alife and Annie Roses Alife and Annie Mayor Waddell Monkey Puzzle by Julia Donaldson You can't let You Choose by Pippa Goodhart Key texts Key texts Where the Wild things are by Maurice Sednak Where's Spot by Eir Hill Whybrow Dot by Randi Zuckerbeg Rosie Rever, Engineer by Monkey Puzzle by Julia Donaldson You can't let You Choose by Pippa Goodhart Key texts Where the Wild things are by Maurice Sednak Where's Spot by Eir Hill Whybrow Dot by Randi Zuckerbeg Rosie Rever, Engineer by Monkey Puzzle by Julia Donaldson Whole Beaphant ton a bus by Patricia Cleveland-Peck Key texts Where the Wild things are by Maurice Sednak Where's Spot by Eir Hill Whybrow Beanstalk by The Elves and the Pea				Т	1	T	1
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Talk Through Story	Elmer A little bit brave	Magnificent Thing by Ashely Spires The Lion Inside The Squirrels who Squabbled	One Snowy Night Perfectly Norman	Gigantosaurus The Wall and the Wild	Six Dinner Sid Hugless Douglass	Tiddler Rainbow Fish
Writing	Rhyming words Mark making and ascribing meaning Name writing Set 1 sounds. Letter formation. Retelling stories Ordering events	Letter formation Recognise all Set 1 sounds CVC, CVCC, CVCC words. Labels Captions Look at sentence structure	Use phonics knowledge independently to read and then complete simple sentences. Recognise and spell some common exception words. Develop use of finger spaces. Labels Captions Explore story language in a range of texts.	Begin to use set 2 sounds when writing labels, captions. Joined handwriting Set 2 sounds. Begin to write simple sentences with greater independence. Recognise and spell some common exception words independently. Use clear finger spaces.	Confidently able to write a simple sentence using CVC words and some CVVC words. Can confidently read back what they have written. Write for a range of purposes-labels, cards, description. Recognise and spell some common exception words independently. Use clear finger spaces.	Independently able to write a simple sentence. Recognise and spell some common exception words independently. Use clear finger spaces. Write in a range of contexts. Uses some story language in writing. Evident use of phonics within writing.
	Grammar and composition: CVC words	Grammar and composition: Applying	Grammar and composition: Applying phonics knowledge to write	Grammar and composition: Applying phonics to write words using Set	Grammar and composition: Applying phonics to write words using	Grammar and composition: Using phonics
	Applying phonics RWI Phonics programme followed	phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces	CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words	1 and 2 sounds. Capital letters, Finger spaces, Full stops Common exception words.	Set 1 and 2 sounds. Writing full sentences. Capital Letters	knowledge confidently and independently. Write a short sequence of simple sentences.

		Full stops				Capital Letters
Maths	Getting to know you Just Like Me It's Me 1, 2, 3 (Week 1)	It's Me 1, 2, 3 Light and Dark	Alive in 5 Growing 6, 7, 8	Building 9 and 10 Consolidation	To 20 and beyond First, then, now	First, then, now (week 3) Find my Pattern
	Gov. Baseline Assessment.	Representing 0, 1, 2, 3.	Introducing zero Comparing numbers to	Representing 9 and 10.	Building numbers beyond 10	On the Move
	Formative Baseline Assessment. Early number recognition- numbers of significance.	Composition of 0, 1, 2, 3. Comparing 0, 1, 2, 3. Introducing	5 Representing 4 and 5 Comparing numbers to 5 Compare mass and	Composition of 9 and 10. Number bonds to 9 and ten. 3D shape	Counting patterns beyond 10 Spatial Reasoning- Match, Rotate, Manipulate	Doubles Sharing and Grouping Even and Odd Spatial Reasoning-
	Sorting, matching, comparing amount, comparing size, mass, capacity, exploring pattern.	circles and triangles. Spatial awareness 3 step repeating	capacity. Making pairs. Making 6, 7, 8 and combining groups. Length and Height Comparing durations of	Patterns.	Adding More Taking away Spatial Reasoning- compose and decompose	Visualise and Build Deepening understanding Patterns and relationships.
		patterns. Subitising	time.		·	Spatial Reasoning- Mapping
EAD	Art and Design	Art and Design	Art and Design	Art and Design	Art and Design	Art and Design
	Construct simple structures and models Cut, tear, fold and stick a range of papers and fabrics. Draw or paint a place from observation or imagination. Make simple prints using a	Explore and build with wheels and axles. Select appropriate	Represent humans from observation or imagination Construct simple structures using a range of materials Create art in different	Mix two colours to make new colours. Adapt and refind their work as they are constructing or making. Explore artwork by	Make simple prints using a variety of tools. Cut, tear, fold and stick a range of papers and fabrics. Draw or paint a	Explore the artwork of Henri Matisse Draw or pain from observation or imagination. Explore and talk about famous
	variety of tools. Use natural materials to make 2D and 3D art.	tools and media to draw with. Use natural materials to	ways on a theme to express ideas or feelings. Use primary or colour paint in a range of	famous artists. Explore different wheels and axles to make vehicles.	place from observation or imagination. Select appropriate materials when	artists and their likes and dislikes. Explore and use malleable materials using simple tools.

		make 2D and 3D art.	application methods.		constructing or making. Share creations with others explaining their intentions and techniques.	
'	Music- Charanga	Music-	Music- Charanga	Music- Charanga	Music- Charanga	Music- Charanga
'	Me!	Charanga My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
UW						
Experience						
s- Including	People Culture and	People Culture	People Culture and	People Culture and	People Culture and	People Culture and
but not	<u>Communities</u>	and and	<u>Communities</u>	<u>Communities</u>	<u>Communities</u>	<u>Communities</u>
limited to	1	<u>Communities</u>	1	Easter, Pancake Day		
'	People live in and visit lots	Christmas,	1			
These will	of different places around	Diwali	Talk about their	Talk about the life of	Talk about different	Talk about different
be regularly	the world.	1 !	grandparents and	people and how that	occupations in the	occupations
reviewed	Discuss places that are	Talk about	family's history.	has changed over	community	including
and	important to them.	different	1	time.	including vets and	coastguard
updated	1	occupations in	1	!	assistance dogs.	
throughout	Take part in colehrations	the community	1	!		
the year to reflect the	Take part in celebrations about Harvest.	including	1	!		
needs of	about riaivest.	emergency services.	1	1		
the cohort	Natural World	Natural World	Natural World	Natural World	Natural World	Natural World
and follow	Begin to notice and talk	Explore and	Describe how weather	Describe ways that	Identify common	Describe ways of
children's	about the different places in	describe	and seasons change.	plants and animals	features in different	looking after their
fascinations	the world including oceans	electrical and	Describe ways to look	should be cared for.	groups of animals.	immediate
and	and seas.	non-electrical	after their immediate	Match farm animals	Describe how	environment.
interests.	The weather, environment	light sources.	environment.	to their young.	plants and animals	Describe, predict
'	and living things are	Identify that	Discuss how the local	Begin to identify	should be cared for	and sort things that

	different in different places. Describe how weather,	some materials are	environment has changed over time.	some origins of food. Predict things that will	in order to survive. Describe how two	float and sink. Talk about oceans
p d I to jo C tl	plants and animals are different. Make and use simple maps to represent places and journeys. Observe and describe living things in their habitats. Talk about materials and their different textures.	magnetic and non-magnetic.	Sort objects into groups of materials.	sink or float and talk about forces they feel. Make simple maps Name and describe features of plants and trees. E.g. seeds. Observe and describe living things in their habitats. Observe and record	places are the same and different. Observe, record and talk about materials and living things. Describe ways to look after their environment. Make and use simple maps.	and seas. Observe and talk about different living creatures from the seaside/underwater . Describe how different habitats are different in different places e.g. polar habitats,
				living things and materials.	Match animals to the food they eat and match animals to their young.	seashore habitat. Identify common features of groups of animals. Match animals to the food they eat.
e o fi S	Past and Present Discuss how the local environment has changed over time using photos and first hand experiences. Share stories about significant explorers from the past.	Past and Present Describe how vehicles have changed over time. Describe how machines have changed over time and they have been adapted to work better.	Past and Present Make sense of their own family history Describe some similarities and differences from the past e.g. clothing, objects, toys. Discuss difference in how people lived in the past through stories. Sequence familiar events using time vocabulary. Make observations about artefacts from the	Past and Present Describe how people lived differently in the past on farms and in local communities. Put familiar events in chronological order.	Past and Present	Past and Present Explore how the life of people from the past is different to now.

What is the Harvest festival? Exploring the meaning and significance of the Harvest Festival celebrations. Teach this lesson during Autumn 1 around the time that Harvest is celebrated which is generally during September / October.	What is Hannukah? Exploring how some Jewish people celebrate Hanukkah by learning about the story behind it.	past. Know what a museum is and how objects look different from the past e.g. vehicles, toys. Recognise how they have changed from when they were babies. Explore and talk about past kings and queens. What is Holi? Exploring how some Hindu people celebrate Holi by learning about the story behind it.	What is Shrove Tuesday? Investigating the meaning of Shrove Tuesday and how people celebrate it.	What is Ramadan? Exploring how some people celebrate Ramadan.	How do some Hindu people celebrate Ganesha Chaturthi? Identifying how some Hindu people celebrate Ganesha Chaturthi.
Question What makes us special? Religions, Christian Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.	Question What are special times? Religions, Hindu and Christian Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and	Question Why are some places special? Religions, Christian and Muslim Investigating what makes places special and significant to different people.	Question What makes the world special? Religions, Christian and Jewish Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.	Question Why are somethings special? Religions, Christian and Jewish	Question Why are some stories special? Religions, Christian and Muslim

how they are		
celebrated.		