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| See the source image | **Autumn** | | **Spring** | | **Summer** | |
| **1**  **Tale as old as time** | **2**  **Let’s celebrate!** | **1**  **Discover**  **Delves Lane** | **2**  **Local Heroes** | **1**  **All creatures great and small** | **2**  **Oh I do like to be beside the seaside** |
| **Topic** | Traditional Tales /Marvellous Me | Celebrations/ Multicultural | Our Local Area | People who  help Us | New Life/ Mini beasts | Seaside |
| **Focus Books/ T4W** | Goldilocks and the Three Bears  Peace at Last | Room on the Broom  The Nativity Story | The Gingerbread Man | A Squash and a Squeeze  The Easter Story | The Very Hungry Caterpillar | The Snail and the Whale  The Light House Keepers Lunch |
| **Poetry** | My Many coloured days  Dr. Seuss  Teddy bear, teddy bear | The Room on the broom song  Goodnight Moon  5 Little Peas | The Smartest giant in town  Keep on the go | London’s burning (Delves Lane)  Doctor Foster | The Gruffalo song  Ladybird, ladybird | Sharing a shell  Under the water |
| **Nursery Rhymes** | When Goldilocks went to the house of the bears…  Ten Wiry sparklers | Twinkle Twinkle  Pumpkin, pumpkin round and fat  Diwali is here again | Row row row ya boat  The wheels on the bus | Old MacDonald  Hey diddle diddle | There’s a tiny caterpillar…  5 little speckled frogs | Once I caught a fish alive  Baby shark |
| **Trips** | Story teller in  Teddy Bears Picnic | Welly walk  Library Visit | School crossing patrol visit in | PWH us in – police, fire fighters, ambulance, school crossing patrol etc  Ducklings / Chicks  Visit Fire station | Caterpillars/Tadpoles  Butterfly World | St Mary’s lighthouse and beach |
| **Events** | Harvest Assembly  Phonics Meeting  Halloween | Bonfire/Diwali  Nativity  Nursery rhyme week  Antibullying week  Christmas Party | Chinese New year  Valentine’s Day  Dance Festival | Mother’s Day  Easter Assembly  Easter Workshop | Father’s day | Class Assembly  Sports day  School fair |
| **Areas of Learning** | **Development Matters 4-5** | | | | **ELG** | |
| **Communication and Language**  **Non-negotiables**   * Turn taking in conversation * Listen to a story * Talk in a sentence * Listen to peers * Know 5 nursery rhymes | To talk about themselves and others.  To listen to others.  To sing songs.  To speak about a range of texts.  To know familiar songs.  To describe different story and non-fiction texts.  To know different traditional stories. | To compare and know about different festivals.  To make comments about their observations.  To know different features of texts.  To learn and use nursery rhymes (NRW) | To describe features of traditional stories.  To talk about the role of healthy food and exercise in staying healthy.  To engage in meaningful conversations with others.  To describe events | To be able to talk about how different people help us.  To describe familiar texts with detail and using full sentences.  To being to ask questions about familiar aspects of their environment and their learning. | To label and sort living things.  To describe habitats.  To begin to talk about why things happen using new vocabulary learnt.  Express their ideas and feelings about their experiences.  To talk confidently about why things happen using new vocabulary learnt | To be able to order a range of life cycles.  To be able to give facts about a specified subject.  Listen attentively and respond to what they hear with relevant questions |
| **Physical Development**  **Weekly PE lessons**  **Non-negotiables**   * Sitting properly * Independent Toileting * Using cutlery * Dressing themselves * Holding a pencil correctly * Uses a dominant hand | To use a dominant hand.  To know which hand to write with.  To begin to form recognisable letters  To begin to negotiate space effectively.  To know how to use climbing equipment safely.  To begin to use scissors effectively  To be able to wash own hands  To line up efficiently | To begin to use anticlockwise movement and retrace vertical lines.  To begin to form recognisable letters.  To use climbing equipment safely and competently.  To negotiate space effectively  To sit with correct posture.  To line up efficiently | To show good practice with regard to exercise, eating, sleeping and hygiene.  To be able to balance and coordinate safely.  To negotiate space effectively.  To know how to use scissors effectively  To use a pencil effectively to form recognisable letters | To handle tools, objects, construction and malleable materials safely and with increasing control.  To know how to use scissors effectively  To use a pencil effectively to form recognisable letters | To use a pencil effectively to form recognisable letters, most of which are formed correctly.  To know how to form letters correctly.  To use a knife and fork competently.  To use a range of ball skills | To show good control and co-ordination in large and small movements.  To know how to handle a range of equipment and tools effectively.  To know how to use scissors effectively.  To use a pencil effectively to form recognisable letters, most of which are formed correctly. |
| **Personal, Social and Emotional Development**  **Weekly Jigsaw lessons**  **Non-negotiables**   * Following routines * Aware of boundaries * Taking turns * Adopt a ‘can do’ attitude * Listening to adults’ instructions * Play cooperatively * Form positive relationships | To describe a friend.  To know and demonstrate friendly behaviour.  To understand how to be a good friend.  To learn to join in with whole group activities.  To choose an activity independently.  To be able to talk about why a character has made a poor choice and what the consequences are. | To learn about a range of different festivals.  To learn about important dates in their lives.  To be able to talk about different festivals.  To understand why different people, celebrate different things.  To describe and show friendly behaviour.  To begin taking turns with their friends or adults. | To learn right from wrong.  To understand how to make the right choices and the consequences of not making the right ones.  To be able to talk about how the character could have made a better choice. | To understand that people need help.  To identify ways of being helpful to others and how this will make them feel.  To talk about the effect my behaviour has on others.  To discuss how people in the community help others. | To describe a range of different habitats around the world.  To talk about the world that we live in and how there are similarities and differences when looking at different aspects.  To control immediate impulses most of the time.  Manage own hygiene most of the time. | To learn about the different family structures.  To be able to talk about the relationships they have at home with their family and friends. |
| **Literacy**  **Daily Sounds-Write lessons**  **Weekly 1:1 reading**  **Daily DEAR sessions**  **Poetry**  **Non-negotiables**   * Name recognition * Writing name * Hold pencil correctly * Form letters correctly * Write a simple sentence * Recount a simple story * Read aloud sentences in simple books | **Comprehension**  Listening to and identifying sounds in the environments.  Listening to and hearing initial sounds in familiar words.  To identify sounds in CVC words  Listens to familiar stories and able to recall some events.  Retell a story through rehearsed actions (story map) | **Comprehension**  Listening to and hearing sounds in CVC words.  To identify sounds and to use when writing.  Listens to familiar stories and able to recall facts. | **Comprehension**  To think of and write a short, simple caption.  Listening to and hearing sounds in CVC and CVCC words.  Listens to stories and is beginning to anticipate what may happen next. | **Comprehension**  To think of and write a short, simple sentence.  Listening to and hearing sounds in CVC and CVCC words.  Listens to stories and is beginning to anticipate what may happen next. | **Comprehension**  To think of and write a short, simple sentence.  Listening to and hearing sounds in CVC, CCVC, CVCC and CCVCC words.  Checking written work and making any changes where necessary.  Listens to stories and anticipates what may happen next. | **Comprehension**  To think of and write a short, simple sentence.  Listening to and hearing sounds in CVC, CCVC, CVCC and CCVCC words.  Checking written work and making any changes where necessary.  Listens to stories and anticipates what may happen next. |
| **Word Reading and Writing**  Knowing that words can be written.  Knowing the sounds that the taught letters make.  Knowing what the taught letters looks like.  Knowing how to write the taught letters.  Knows how to sequence familiar stories. | **Word Reading and Writing**  Knowing that words can be written.  Knowing the sounds that the taught letters make.  Knowing what the taught letters looks like.  Knowing how to write the taught letters.  Recognising taught HFW in text.  Knows how to sequence familiar stories. | **Word Reading and Writing**  Knowing that words can be written.  Knowing the sounds that the taught letters make.  Knowing what the taught letters looks like.  Knowing how to write the taught letters.  Recognising taught HFW in text.  Knows how to spell some familiar words. | **Word Reading and Writing** Knowing the sounds that the taught letters make.  Knowing what the taught letters look like.  Knowing how to write the taught letters.  Recognising taught HFW in text.  To know that a sentence starts with a capital letter and ends with a full stop.  Knows how to spell some familiar words. | **Word Reading and Writing** Knowing the sounds that the taught letters make.  Knowing what the taught letters look like.  Knowing how to write the taught letters.  Recognising taught HFW in text.  To know that a sentence starts with a capital letter and ends with a full stop.  Uses learnt words and phrases to discuss familiar stories or during role play.  Knows how to spell some familiar words. | **Word Reading and Writing** Knowing the sounds that the taught letters make.  Knowing what the taught letters look like.  Knowing how to write the taught letters.  Recognising taught HFW in text.  To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a conjunction.  Uses learnt words and phrases to discuss familiar stories or during role play. |
| **Mathematics**  **Non-negotiables**   * Subitising * Using a five/ten frame * Recall number bonds * Recall number facts * Count to 20 and beyond * Know 1 more and 1 less | To subitise to 3 consistently  To describe arrangement of 3 objects  To count up to 10 objects with 1:1 correspondence.  To match quantities to numeral.  To say the number names to 10 in order.  To recognise number to 10.  To be able to count to 10 independently.  To say the days of the week in order. | To subitise to 5 consistently  To describe arrangement of 5 objects  To find the total of 2 groups of objects.  To order numbers to 10.  To identify 2D shapes and talk about their properties.  To know the names of 2D shapes.  To know that addition involves combining two or more groups of objects.  To know that patterns are repeated designs. | To use non-standard units to measure length, weight and capacity.  To begin to explore number bonds to 5.  To be able to count to 20 independently.  To know the names of basic 2D and 3D shapes.  To know that length, capacity and weight can all be measured.  To know that money can be used to buy items.  To understand and use a range of prepositions in everyday contexts. | To use objects to solve addition and subtraction problems.  To share objects between a group of people equally. To explore number bonds to 5.  To know that addition involves combining two or more groups of objects.  To read addition number sentences.  To know that subtraction involves removing an object from a group.  To know the names of some 3D shapes.  To be able to count, order and recognise numbers to 20.  To use a number line to help solve simple addition and subtraction number problems | To use money during role play activities to buy items.  To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.  To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.  To read the time to O’Clock on a digital and analogue clock.  To know that the word ‘more’ indicates that the group is getting larger.  To know that the word ‘less’ indicates that a group is getting smaller.  To be able to count, order and recognise numbers to 20.  To count forwards and backwards to 20.  To know that sharing equally means everyone has the same amount of an object.  To write numbers to 10, forming them correctly. | To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.  To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.  To make observations of and compare length, weight and capacity. |
| To know the names of some 3D shapes.  To know that addition involves combining groups of objects.  To read number addition sentences.  To be able to count, order and recognise numbers to 20.  To count beyond 20.  Automatically recall number bonds to 5.  To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.  To know the difference between odd and even. |
| **Understanding the World**  **Non-negotiables**   * Join in with whole class events * Talk about their own lives and family * Be able to talk about what they can see/observe | To talk about how they have changed since they were a baby.  To talk about the changes they observe in their environment – Seasons link.  To know the names of different body parts.  To know that there are many countries around the world.  To know that people in other countries may speak different languages. | To talk about how Hindus celebrate Diwali.  To know that people around the world have different religions.  To know that Mendi and Rangoli patterns are created to celebrate Diwali.  To know that some animals are nocturnal.  To know the Christmas story | To talk about the story of the Chinese New Year.  To talk about a special event in their life.  To know that some foods are unhealthy. Sorting healthy and unhealthy foods.  To know the names of common fruits and vegetables.  To understand and use positional language.  To know that Christians celebrate Easter. | To know that adults do a variety of jobs To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).  To know that the emergency services exist and what they do.  To select appropriate materials according to their properties. | To identify and sort healthy/unhealthy foods.  To identify and group a range of fruits and vegetables.  To know that humans and other animals can grow.  Talking about the life cycle of plants and animals and what they need to survive.Exploring a range of habitats, looking at why the animal lives like that. | To name and identify a range of different materials and to know how they are used in familiar environments. |
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| **Expressive Arts and Design**  **Non-negotiables**   * Recount at least 5 nursery rhymes * Talk about their creations * Be willing to try new things | To remember the words to a range of songs and rhymes.  To give meaning to the marks that are made.  To learn a range of songs from around the world.  To know that people from different countries may have different traditions.  For children to be able to safely construct with a purpose and evaluate their designs.  To engage in role play related to their home lives. | To design a Rangoli pattern.  Uses simple tools and techniques competently and appropriately.  To learn the names of different tools and techniques that can be used to create Art.  To experiment with creating different things and to be able to talk about their uses.  To join in with familiar songs for Christmas performance  To take on a role in front of an audience | To use resources to create own props.Constructs with a purpose in mind, using a variety of resources.  To understand that pictures can be created by making observations or by using imagination.  To use paints, pastels and other resources to create observational drawings.  For children to be able to safely construct with a purpose and evaluate their designs. | To use role play to show how ‘People who Help Us’.  To use a range of resources to create own props to aid role play.  To plan, carry out and evaluate and change where necessary.  Manipulates materials to achieve a planned effect.  To use a range of props to support and enhance role play.  To identify and select resources and tools to achieve a particular outcome. | To use what they have learnt about media and materials in an original way and be able to explain their choices.  Selects appropriate resources and adapts work where necessary.  To know the different uses and purposes of a range of media and materials.  For children to be able to safely construct with a purpose and evaluate their designs. | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  To describe ways of safely using and exploring a variety of materials.  Selects tools and techniques needed to shape, assemble and join materials they are using. |