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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Topic Theme*** | Ourselves and Our Senses. | Toys and Bears. | Traditional stories and Fairy Tales | Spring and Weather.  Aliens  Transport and Journeys | Growth and Change | Animals |
| ***Whole class text/s*** | Dear Zoo.  Titch.  Kipper’s Birthday.  Handa’s Surprise.  Ten in a Bed.  Owl Babies. | Meg and Mog.  Kipper’s Toy Box.  Going on a Bear Hunt.  Goldilocks and the Three Bears.  Peace at Last.  This is the Bear. | The Runaway Chapati.  The Three Billy Goats Gruff.  The Little Red Hen.  The Gingerbread Man.  Little Red Riding Hood.  Cinderella. | The Jigaree.  The Train Ride.  Rosie’s Walk.  Whatever Next. | Jasper’s Beanstalk.  Jack and the Beanstalk.  The Enormous Turnip. | The Very Hungry Caterpillar.  This and That.  Floppy and the Bone.  We’re Roaming in the Rainforest. |
| ***Festivals/Celebrations*** |  | Halloween  Bonfire Night  Diwali  Christmas | Chinese New Year | Mother’s day  Easter |  | Eid |
| **Curriculum Enhancement**  **(Events, Visits, Visitors.)** | Enterprise day. | Walk in the local environment – signs of autumn.  Fireworks.  Nativity performance.  Christmas party. | Visit to Morrisons.  Cinderella Ball | World Book Day. | Spring walk.  Hatching chicks. | Caterpillars.  Pets  Visit to Temple Newsam Farm.  Sports day.  Transition days. |
| Personal, Social & Emotional Development | **Myself and my Relationships 1.**  Beginning and belonging. | **Myself and my Relationships 2.**  My family and friends, including bullying. | **Healthy and Safer Lifestyles 2.**  Keeping safe. | **Healthy and Safer Lifestyles 3.**  Healthy lifestyles. | **Healthy and safer Lifestyles 1.**  My body and growing up. | **Citizenship 2.**  Me and my world. |
| Communication & Language | Listening and sound games.  Listening to and joining in with stories and rhymes.  Retell/recall of stories.  Responding to instructions.  Talking about things which are important to them. | Listening to and joining in with stories and rhymes.  Retell/recall of stories.  Beginning to understand ‘how’ and ‘why’ questions.  Extending vocabulary.  Talking about stories and own experiences. | Listening to and joining in with stories and rhymes.  Talking about stories.  Asking and answering questions relating to familiar stories.  Extending vocabulary.  Using language in imaginative play. | Listening to and joining in with stories and rhymes.  Talking about stories.  Asking and answering questions relating to stories.  Extending vocabulary.  Using language in imaginative play. | Listening to and joining in with stories and rhymes. Talking about stories.  Answering ‘how’ and ‘why’ questions.  Extending vocabulary.  Developing narratives and explanations. | Listening to and joining in with stories and rhymes. Talking about stories.  Answering ‘how’ and ‘why’ questions.  Extending vocabulary.  Developing narratives and explanations.  Developing confidence in speaking in a range of contexts, showing awareness of listeners’ needs. |
| Physical Development | Action rhymes and games.  Moving rhythmically to music.  Activities to develop different ways of moving, control and coordination.  Dough Disco.  Developing an effective pencil grip and pencil control.  Developing independence in looking after personal needs such as dressing and toileting. | Exploring different ways of travelling and balancing.  Holding a pencil effectively and forming recognisable letters.  Developing use of simple tools and construction materials.  Developing independence in looking after personal needs such as dressing and toileting. | Travelling around, under, over and through balancing and climbing equipment.  Holding a pencil effectively and using it to form recognisable letters.  Developing use of simple tools and construction materials.  Finding out how to keep themselves healthy and safe. | Travelling around, under, over and through balancing and climbing equipment.  Holding a pencil effectively to form recognisable letters.  Developing use of simple tools and construction materials.  Finding out how to keep themselves healthy and safe. | Using small equipment such as a beanbags or balls – developing aiming, throwing and catching skills.  Holding a pencil effectively to write – forming letters correctly.  Developing control and coordination in large and small movements. | Using small equipment such as a beanbags or balls – developing aiming, throwing and catching skills.  Holding a pencil effectively to write – forming letters correctly.  Developing control and coordination in large and small movements. |
| Reading | Phonics : Phase 1 games.  Phase 2 – s, a, t, p, I, n, m, d.  Oral segmenting and blending.  ‘Talk for Write’ stories – see texts.  Recognising names. | Phonics:  Phase 2 – g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, j.  Learning to read high frequency words.  Blending phonemes to read simple regular words.  Reading simple captions.  ‘Talk for write’ stories – see texts. | Phonics:  Phase 3 -  j, v, w, sh, ch, x, y, z, zz, qu, th.  Learning to read high frequency words.  Blending phonemes to read simple regular words.  Reading simple captions and sentences.  ‘Talk for write’ stories – see texts. | Phonics:  Phase 3 -  ng, nk, ai, ee, igh, oa, oo.  Learning to read high frequency words.  Blending phonemes to read simple regular words.  Reading simple captions and sentences.  ‘Talk for write’ stories – see texts. | Phonics:  Phase 3 – ar, or, ow, oi.  Learning to read high frequency words.  Blending phonemes to read simple regular words.  Reading simple sentences.  ‘Talk for write’ stories – see texts. | Phonics:  Phase 3 – ay, er, air.  Learning to read high frequency words.  Blending phonemes to read simple regular words.  Reading simple sentences.  ‘Talk for write’ stories – see texts. |
| Writing | Phonics : Phase 1 games.  Phase 2 – s, a, t, p, i, n, m, d.  Oral segmenting and blending.  Letter formation.  Writing names.  Drawing/labelling characters from stories.  Drawing/ labelling pictures of their family. | Phonics:  Phase 2 – g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, j.  Learning to write high frequency words.  Segmenting phonemes to write simple regular words.  Write simple captions.  Drawing/labelling characters and events from stories.  Writing simple words and captions relating to stories. | Phonics:  Phase 3 -  j, v, sh, ch, x, y, z, zz, qu, th.  Learning to write high frequency words.  Segmenting phonemes to write simple regular words.  Write simple captions and sentences.  Draw pictures relating to stories and write label/captions and sentences. | Phonics:  Phase 3 -  ng, nk, ai, ee, igh, oa, oo.  Learning to write high frequency words.  Segmenting phonemes to write simple regular words.  Writing simple captions and sentences.  Writing simple sentences relating to stories. | Phonics:  Phase 3 – ar, or, ow, oi.  Learning to write high frequency words.  Segmenting phonemes to write simple regular words.  Writing simple sentences.  Writing simple sentences relating to stories and descriptions/instructions relating to topic. | Phonics:  Phase 3 – ay, er, air.  Learning to write high-frequency words.  Writing simple sentences.  Writing simple sentences relating to stories and descriptions/instructions relating to topic. |
| Numbers | Reciting number names in order, forwards and backwards.  Counting objects or actions.  Counting out objects.  Number recognition.  Missing number activities.  Ordering numbers. | Developing counting skills.  Number recognition.  Finding one more/one less than a number from 1-10.  Introducing addition by combining groups. | Developing counting skills.  Number recognition.  Addition.  Introduce subtraction.  Find one more/less than a number from 1-20. | Developing counting skills.  Number recognition. Ordering numbers. Estimating. Finding one more/less than a number 1-20.  Counting in 2s and 10s.  Doubling. Halving. Sharing. | Developing counting skills.  Addition by counting on.  Subtraction.  Doubling. | Developing counting skills.  Addition.  Subtraction.  Halving and sharing. |
| Shape, Space and Measures | Comparing sizes, size order, size vocabulary.  2D shape. | Positional language.  Using everyday language relating to money. | Ordering two items by weight. Using everyday language to talk about weight.  Repeating patterns.  3D shape. |  | Ordering two items by capacity. Using everyday language to talk about capacity. | 2D and 3D shape.  Money.  Symmetry.  Using everyday language to talk about position. |
| Understanding the World | Talking about birthdays and how we celebrate them.  Using senses.  Observing and describing natural and found objects.  Similarities and differences between themselves and others.  Introducing technology used in school e.g. iPad, CD player, computer. | Autumn.  Halloween and Bonfire night.  Finding out about toys. Compare old and new toys. How have they changed? What are toys made out of? How do toys move/work?  Finding out about Christmas and Diwali and how families celebrate.  Technology:  Continuing to develop skills in using the computer and iPad. Using the iPad to take a photo. | Winter.  Chinese New Year.  Exploring magnetism.  Finding out about our local environment by visiting Morrisons to buy baking ingredients.  Finding out about different occupations.  Technology:  Continuing to develop skills in using the computer and iPad.  Using QR codes. | Mother’s day.  Easter.  Looking for signs of Spring.  Weather – windy and rainy weather.  Finding out about different types of transport.  Comparing today’s transport with transport in the past.  Technology:  Continuing to develop skills in using the computer and iPad.  Programming Beebot. | Planting and growing.  Hatching chicks from eggs.  Technology:  Continuing to develop skills in using computer and iPad. Using keyboard to type names. Logging on. | Eid  Life cycle of a butterfly.  Animals – mini-beasts, pets, farm animals, rain-forest animals.  Comparing different types of environment.  Role of the vet.  Technology:  Continuing to develop skills in using computer and iPad.  Using keyboard to type names and simple text. Logging on. |
| Expressive Arts & Design | Painting, modelling, construction and collage activities.  Singing rhymes and songs.  Exploring percussion instruments.  Engaging in imaginative role-play. | Exploring colour and how colours can be changed.  Creating simple representations of objects.  Using simple tools and techniques competently.  Singing familiar songs and learning new songs e.g. for Christmas performance.  Exploring percussion instruments.  Moving in response to music. | Using simple tools and techniques such as painting and printing.  Creating simple representations of characters.  Combining different media to create new effects.  Acting out a story or narrative.  Dragon dancing for Chinese New Year.  Cinderella Ball – dancing. | Using simple tools and techniques.  Representing their own ideas using a variety of media.  Constructing with a purpose in mind using a variety of resources e.g. vehicles.  Songs about Spring. | Observational paintings and drawings of plants and chicks.  Representing their own ideas using a variety of media. | Observational paintings and drawings of animals.  Constructing with a purpose in mind and adapting work.  Experimenting with colour and design e.g. symmetrical patterns/spirals/animal prints. |