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|  **Term:****Topics:****(subject to change)** | **Autumn 1****All About Me****Our Favourite Stories****Autumn** | **Autumn 2****Autumn****Our Favourite Stories****Nativity and Christmas** | **Spring 1****Winter****All Around the World****Food** | **Spring 2****Spring****Looking Back – Our History****Easter** | **Summer 1****Traditional Tales Looking After Our World** | **Summer 2****Growing****Other religions****Summer** |
| **Personal, Social and Emotional Development*****Self-Regulation******Managing Self******Building Relationships*** | - Seeing themselves as a valuable individual – children’s families and interests- Personal hygiene  |  - Building Constructive and respectful relationships- Expressing feelings | - Considering others feelings-Identifying and moderating feelings- Health and wellbeing | - Considering others feelings-Identifying and moderating feelings- Health and wellbeing |  -Showing resilience and perseverance  | -Thinking about others perspectives - Being a safe pedestrian (Right Start) |
| **Communication and Language*****Listening, Attention and Understanding******Speaking*****Further experiences** | - Listening to songs, rhymes and stories-Beginning to listen carefully- Learning why listening is important **Visitors from school community**  | - Developing social phrases-Listening to songs, rhymes and stories- Retelling the Christmas story**Nativity Performance** | - Learning new vocabulary and using it in daily life- Asking questions- Engaging in non-fiction books**Neli****Chatterboxes**  | - Describing events in their own life with detail- Answering questions, including ‘why’ questions- Extending sentences using connectives**Chatterboxes****Visitors from the local community** | - Engaging in story times- Listening and talking about stories-Retelling traditional tales-Engaging in non-fiction books to develop new knowledge**Chatterboxes with parents**  | - Using new vocabulary in different contexts- Using talk to problem solve and organise thinking**Talk for Writing** |
| **Physical Development*****Gross Motor Skills******Fine Motor Skills*****PE** | - Revising fundamental movement skills- Mealtime skills**Fundamental Movement Skills** | - Developing core strength and posture for sitting- Developing fundamental movement skills**FMS – The Very Hungry Caterpillar** | - Developing foundations for handwriting- Developing small motor skills**FMS – Rumble in the Jungle**  | - Combing different movements with ease and fluency - Developing movement control and grace**FMS - Superworm** | **-** Using large equipment confidently and safely-Developing body strength and balance**FMS – Jack and the Beanstalk** | - Refining a range of balls skills**FMS – Mini Beasts** |
| **Literacy:*****Writing******Reading – Language Comprehension and Word Reading******SEE EYFS ENGLISH CURRICULUM*** | -Understanding print- Rhyme, syllables and initial sounds- Early writing- Phase 1 and 2 phonics | **-**  Rhyme, syllables and initial sounds- Reading individual letters- Early writing- Phase 2 phonics | **-** Identifying sounds in words and attempting to spell them- Labels and lists- Reading common exception words-Read letter groups-Phase 2 and 3 phonics | - Reading simple phrases and sentences-Re reading for fluency- Spell words- Lowercase and capital letter formation- Captions and short sentences-Read letter groups-Phase 3 phonics | - Write short sentences including capital letter and full stop- Reading to check writing makes sense - Lowercase and capital letter formation- Story writing-Phase 3 and 4 phonics | - Write short and longer sentences including capital letter and full stop- Reading to check writing makes sense - Lowercase and capital letter formation-Non-fiction writing-Phase 3 and 4 phonics |
| **Maths:*****Number******Numerical Patterns***  | - Daily routines- Matching and sorting- Comparing amounts, size, mass and capacity- Patterns-Counting objects, actions and sounds | - Representing, comparing and composition of 1, 2, 3- Circles and triangles-Positional language - Representing numbers to 5- One more, one less- Shapes with 4 sides- Time | - Introducing zero-Comparing numbers to 5- Composition of 4 and 5 -Comparing mass and capacity | - Comparing and composition of 6, 7 and 8-Comparing numbers to 10- Bonds to 10-3D shape-Pattern | - Building numbers beyond 10- Counting patterns beyond 10- Spatial reasoning - Adding- Taking away | - Doubling- Sharing and grouping- Spatial reasoning- Even and odd- Pattern and relationships |
| **Understanding the World:*****Past and Present******People, Culture and Communities******The Natural World*** | - Me and my family - Our location – drawing information from simple maps- People around me – links to community - Autumn – exploring the natural world - Describe what they see, hear and feel while outside | - Black History - Bonfire Night- Remembrance- Christmas traditions around the world | - Winter – Understanding the effect of changing seasons – interacting with natural processes- Similarities and differences between life in this country and other countries -Compare and contrast characters from stories, story focus: Dogger | - Easter – celebrating special times in different ways- Spring - Looking back – lives from birth to present. Changes to ourselves, interests, our families and the world around us. | -Traditional Tales - Compare and contrast characters from stories- Looking after our world – Fair Trade, oceans and land, recycling- World Maps- STEM challenges linked to Traditional Tales | - Growing – themselves and the natural world- Other Religions – understanding people have different beliefs and different places of worship- Summer  |
| **Expressive Arts and Design*****Creating with Materials******Being Imaginative and Expressive****(Further DT opportunities running through CP in construction and creative areas)***Music – Charanga** | **Portraits** – Creating patterns using a variety of tools/objects- Self-portraits using a variety of printing tools and mixed colours- Photography – ‘selfies’ and editing**Me!** | **Stories**- Music – instruments, moving to music, voices, body percussion- Narrating a story through sound - ‘Peace at Last’, ‘Bear Hunt’.- IllustrationsIllustrators: Helen Oxenbury, Axel Scheffler- DT – making soup**My Stories** | **Colour**- Experimenting with colour – variety of paints, tones, warm/cold colours, mixing. - Large scale painting Artists: Kandinsky, Franz Marc, Picasso- DT – Making pancakes**Everyone** | **Boggart**- Experimenting with a variety of malleable materials.- Creating a Boggart using clay outdoors – linked to trolls and giants from Fairy Tale stories**Our World** | **Trash into Treasure****-** Collage using used and recycled materials- Artist: Joan Miro- Making Traditional Tale character masks inspired by Joan Miro artwork - DT - Making gingerbread**Big Bear Funk** | **Natural World**- Observational drawing- Individual drawings of what they see around them- Chalks, pencils, pastels-Hammer art**Reflect, Rewind and Replay** |
| **Computing** | **IT – Digital Art** | **IT – Unplugged****Barefoot Computing** | **IT – Music Creation** | **CS – Unplugged – Cooking****Barefoot Computing** | **IT – Technology around us** | **IT – Barefoot Computing** |
| **RE** | Family/MyselfBelonging/Welcome **Module 1: Created and Loved by God**  | Loving/Birthday  | Celebrating Relating/Gathering **Module 2: Created and Loved by God** | Giving/Growing   | Serving/Good newsInter-relating and Friends **Module 3: Created to live in the Community** | World: Our World  |
| **Special Enhancements** | Visitors from school/exploring the schoolAutumn Walk | Advent Nativity Play | Around the World DayLent  | Visitors in schoolWorld Book Day  | St Anthony’s Feast Day Bring Yer WelliesField work | Art Exhibition Sports EveningRight Start Training |