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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’.  - Illustrations  Illustrators: 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/Myself  Belonging/Welcome  **Module 1: Created and Loved by God** | Loving/Birthday | Celebrating  Relating/Gathering  **Module 2: Created and Loved by God** | Giving/Growing | Serving/Good news  Inter-relating and Friends  **Module 3: Created to live in the Community** | World: Our World |
| **Special Enhancements** | Visitors from school/exploring the school  Autumn Walk | Advent  Nativity Play | Around the World Day  Lent | Visitors in school  World Book Day | St Anthony’s Feast Day  Bring Yer Wellies  Field work | Art Exhibition  Sports Evening  Right Start Training |