***2024/2025***

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|  | ***Autumn 1***  ***INSET – 2nd – 3rd Sept***  ***4th Sept – 25th Oct*** | ***Autumn 2***  ***4th Nov – 20th Dec*** | ***Spring 1***  ***7th Jan – 14th Feb*** | ***Spring 2***  ***24th Feb – 4th Apr*** | ***Summer 1***  ***22nd Apr – 23rd May***  ***Bank hol – 5th May*** | ***Summer 2***  ***2nd Jun – 18th Jul*** |
| ***Main Theme*** | ***I wonder who I am*** | **I wonder what is in the sky** | **I wonder how we get from here to there** | **I wonder what is in our world** | **I wonder how things grow** | **I wonder what we will find at the seaside** |
| ***Possible ideas/lines of enquiry***  ***These mini ideas within the theme may be replaced depending on child interests or fascinations*** | Our school  Our families  Our bodies  Our homes and town  Our friends  Term to include ‘Harvest’ (Harvest Festival) | Aliens  The Moon  Astronauts  Planets  Light and fire  Term to include ‘Bonfire night’ and ‘Christmas’ | How do we get from here to there?  Travel by road  Travel by track  Travel by air  Travel by sea | Frozen planet  Deserts  Jungles  Gardens | Spring  Plants  Farming  Animals  Also looking at Easter | At the beach  People who help us  Pirates  Under the sea |
| ***Literacy Key texts*** | **Extended phonics sessions** | **Astro Girl** – Ken Wilson-Max | **The Naughty Bus** - *Jan Oke*  **The Train Ride** -  *June Crebbin and Stephen Lambert* | **Blue Penguin** – Petr Horáček  **The Leopard’s Drum** - Jessica Souhami | **Errol’s Garden** - Gillian Hibbs  **Yucky Worms** - Vivian French | **Splash, Anna Hibiscus!** by Atinuke  **Billy’s Bucket** by Kes Gray |
| ***Theme texts may include*** | **The same but different too** – Karl Newson  **It’s okay to be different** – *Todd Parr*  **Feelings** – *Todd Parr*  **The Family Book** - *Todd Parr*  **All are welcome here** – Alexandra Penfold and Suzanne Kaufman  **Our class is a family** – Shannon Olsen and Sandie Sonke  **Harvest -**  The Little Red Hen | **Roaring Rockets** – *Tony Mitton*  **Look up! –** *Nathan Bryon and Dapo Adeola*  **Whatever Next** – *Jill Murphy*  **Aliens Love Underpants** – *Claire Freedman and Ben Cort*  **The Smeds and The Smoods** – *Julia Donaldson and Alex Scheffler*  **Christmas** – The Nativity story | **Zog and the Flying Doctors** - *Julia Donaldson and Alex Scheffler*  **My Granny Went to Market** – *Stella Blackstone and Christopher Corr*  **Super Submarines** – *Tony Mitton* | **Rumble in the Jungle** – *Giles Andreae and David Wojtowycz*  **Giraffes can’t dance** – *Giles Andreae and Guy Parker-Ross*  **Elephant me!** – *Giles Andreae and Guy Parker-Ross*  **Mad about mini beasts** - *Giles Andreae and David Wojtowycz* | **The Very Hungry Caterpillar** – *Eric Carle*  **The Tiny Seed** – *Eric Carle*  **Brown Bear, Brown Bear** – *Eric Carle*  **The Very Busy Spider** – *Eric Carle*  **The Bad-Tempered Ladybird** – *Eric Carle*  **Non-fiction** life cycle book – egg to chicken | **Pirates love underpants** –  *Claire Freedman and Ben Cort*  **Tiddler** - *Julia Donaldson and Alex Scheffler*  **What the Ladybird Heard at the Seaside** – *Julia Donaldson and Lydia Monks*  **Non-fiction** Emergency vehicles |
| ***Personal, Social, Emotional Development***  ***See APS curriculum - Care*** | **JIGSAW PSHE** **theme** – Being me in my world | **JIGSAW PSHE** **theme** – Celebrating difference | **JIGSAW PSHE** **theme** - Dreams and goals | **JIGSAW PSHE** **theme** – Healthy Me | **JIGSAW PSHE** **theme** - Relationships | **JIGSAW PSHE** **theme** – Changing me |
| ***Communication and Language***  ***See APS curriculum - Communicate*** | Be able to express a point of view  Express ideas and feelings | Listen and respond to stories and opinions.  Make comments on what they have heard from others. | Acquire and use new vocabulary | Respond to non-fiction texts and stories  Offer explanations for why things happen. | Ask questions and respond appropriately.  Explain their own knowledge and answer questions posed by others. | Offer explanations and responses to stories and experiences.  Speak audibly and in full sentences. |
| ***Physical Development***  ***See APS curriculum - Move*** | Develop the skills needed to get through the day e.g. line up, climbing stairs to hall.  Revise and use fundamental movement skills  **PE Focus: Tag Rugby** | Use core muscle strength to achieve good posture (start to develop handwriting posture)  Children will show a preference for a dominant hand.  Children will be increasingly  independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Develop fine and gross motor skills  **PE Focus: Ball skills**  Take part in a range of ball activities to develop skills including: throwing, catching, kicking, batting & aiming.  Develop confidence, competence, precision & accuracy with these activities.  Children will experiment with different ways of stopping, throwing or moving a ball with different body parts. | Use a range of tools effectively *Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*  **PE Focus: Ball skills and Team games** | Children will hold a pencil or crayon effectively for writing and drawing, using a tripod grip.  **PE Focus: Gym (rolls and jumps) and Team games**  Squat with steadiness to rest or play with an object on the ground.  Rise to feet without using hands. Climb confidently and begin to pull themselves up on equipment.  Mount stairs, steps or climbing equipment using alternate feet. Stand on one foot.  Jump off an object and land appropriately.  Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.  Children will experiment with different ways of moving.  Children will begin working with friends in a team – taking turns with adult support. | Children will use fine motor skills to draw, taking time which allows for accuracy and care.  Children can keep themselves and their peers safe during physical activities at Forest School.  **PE focus: Gym (rolls and jumps) and Team games**  Children will have confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Children will march/run for co-ordination.  Children will run safely on whole foot, varying the pace depending on distance.  Children will experiment with different ways of throwing under/overarm.  Children will experiment with different ways of jumping- measuring with various objects.  Children will work with friends in a team – taking turns effectively.  Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a  group.  Children will develop overall body strength, balance, co-ordination and agility.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | Use a range of small tools safely and accurately, including pencils for writing  School sports day  **PE focus: Gymnastics**  **Atheltics** |
| ***Literacy***  ***See APS curriculum – Write*** | Fine motor – dough disco  Describe the marks they make  Recognise own name    Join in with predictable stories  **Poetry**  Weekly poems | Introduce handwriting rhymes  writing initial sounds  describe events in familiar stories and predict events  Include mark making and early writing in their play  Write own name  **Poetry**  Weekly poems | Write initial sounds and CVC labels – extend to captions  **Poetry**  Weekly poems | Draw vocabulary and knowledge from non-fiction books and stories  Write labels, captions and short sentences.  **Poetry**  Weekly poems | Write simple sentences which include finger spaces.  Use and understand vocabulary from stories, poems and non-fiction in their writing.  **Poetry**  Weekly poems | Independently write sentences which include finger spaces and may include full stops and capital letters.  Reread sentence to check it makes sense.  Retell stories and narratives in their own words.  **Poetry**  Weekly poems |
| ***RWI phonics***  ***See APS curriculum - Read*** | Revisit general sound discrimination, alliteration, rhyme and oral blending (Fred Talk).  Introduce Set 1 sounds | Continue Set 1 sounds  Read CVC words | Continue Set 1 sounds  Read CVC words in simple sentences using phonic skills | Continue Set 1 sounds  Read some Red Words in simple sentences | Introduce Set 2 sounds  Read and write some Red Words  Read simple sentences with growing confidence | Continue Set 2 sounds  Read sentences and talk about what has been read |
| ***Maths***  ***See APS curriculum -Count***  *White Rose Maths and Numberblocks* | Match, sort and compare amounts  Compare size, mass and capacity  Explore pattern  Represent, compare and composition of 1-5  Shape - with up to 4 sides  positional language  Time | | Represent, compare and composition of 5-10  one more and one less  Making pairs  combining two groups  Bonds to 10  Compare mass and capacity  2D and 3D Shape  Length and height  Time | | Building numbers beyond 10  counting patterns beyond 10  adding more and taking away  spatial reasoning  doubling, sharing and grouping *(sandwich making)*  Even and Odd numbers | |
| ***Understanding of the world***  ***See APS curriculum - Explore*** | Talk about the lives of people familiar to them (History)  Know some similarities and differences between religious and cultural communities  **RE Theme**: special people  **Question**: What makes people special?  **Religions**: Christianity, Judaism  AT1: I can name  a person who is  special to  Christians.  AT2: I can talk  about a person  who is special to  me and why.  **Key vocabulary:**  Special | Children will explore the natural world around them in Outdoor learning. (Geography)  Children will investigate how astronauts got to the moon. (Neil Armstrong - History)  **RE theme:** Christmas  **Question**: What is Christmas?  **Christian concept**: Incarnation  **Experience:**  Nativity  performance  (acting and  singing)  AT1: I can  remember some  characters from  the Christmas  story.  AT2: I can talk  about how I feel  when I get given a gift.  **Key vocabulary:**  Jesus  Mary  Joseph  Christmas | Map work related to transport  (Geography)  Compare how transport may differ in different places and times (Geography and History)  Know some similarities and differences between religious and cultural communities  **RE Theme**: Celebrations  **Key question**: How do people celebrate?  **Religions**: Hinduism  **Experience:** Face  painting (to  celebrate Holi  festival)  AT1: I can talk  about something  that I celebrate at  home or at school.  AT2: I can talk  about how I feel  when I celebrate a  special occasion.  **Key vocabulary:**  Holi  Celebrate | Explain the similarities and differences between environments around the world (Geography)  **RE Theme**: Easter  **Key question**: What is Easter?  **Christian concept**: Salvation  AT1: I can join in  Easter celebrations in my class.  AT2: I can talk  about why Easter  (or another  special  celebration)  makes me happy.  **Key vocabulary:**  Easter  Jesus | Explore the world around them (Geography)  Observe and describe what is around them  Understand the need to respect and care for the natural environment and all living things. (planting)  Make leaf rubbings  **RE Theme**: Story time  **Key Question**: What can we learn from stories?  **Religions**: Christianity, Islam, Hinduism, Sikhism  AT1: I can listen  to and recall parts  of stories.  AT2: I can talk  about what makes  me happy and sad.  **Key vocabulary:**  Feel  Happy  Sad | Understand how the change of seasons can affect the natural world around them – introduce global change and pollution (Geography)  Children can sort objects/images into old and new and begin to use vocabulary linked to history.  (Science) floating and sinking  **RE Theme**: Special places  **Key question**: What makes places special?  **Religions:** Christianity, Islam, Judaism  AT1: I can start to  recognise some  religious places of  worship.  AT2: I can name a place that is  special to me.  **Key vocabulary:**  Church  Mosque  Synagogue  Special |
| ***Expressive Arts and Design***  ***See APS curriculum – Create***  Music and movement | Explore the use of shape, colour and design  Paint a self portrait  Join in with familiar songs and nursery rhymes | Make use of props and materials in the role play area to recreate well known stories  Perform familiar songs and stories | Explore the use of tools and materials  Explore moving to different music genres | Begin to invent and adapt stories through their role play and small world play  Create a collaborative art piece, sharing ideas and resources | Perform poems  Explore the use of tools and share designs  Explore making music and dance performances | Invent and adapt stories through their role play and small world play  Design and plan prior to creating, explain they process they have used. |
| ***Experiences***  ***inc. activity passport*** | Outdoor learning – leaf rubbings (5)  Walk around Alston in Autumn (4)  Harvest Festival at Church (8)  Paint a self-portrait (2)  taste new food including fruit (7) | Stomp rockets  Visit from Father Christmas  Retell the Christmas story (12) | Look up where you live on a map (19) | Outdoor learning  Take a trip on a train or bus  Drama focus – Perform a song or poem. (11)  Retell a story to an audience. (12) | Outdoor learning  Visit local farm (1, 14)    Hatch eggs (9)  Observe butterfly’s life cycle (15)  Growing flowers (3) | Visit the seaside  Dress like a pirate (18, 16)  Make a treasure map (17)  Make a sandwich (6) for the end of year teddy bears picnic (20).  Make paper boats (10)  Post a letter from the seaside (13) |