***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 schoolOur familiesOur bodiesOur homes and townOur friendsTerm to include ‘Harvest’ (Harvest Festival) | AliensThe MoonAstronautsPlanetsLight and fire Term to include ‘Bonfire night’ and ‘Christmas’ | How do we get from here to there?Travel by roadTravel by trackTravel by airTravel by sea | Frozen planetDeserts JunglesGardens | SpringPlants FarmingAnimals Also looking at Easter  | At the beachPeople who help usPiratesUnder the sea |
| ***Literacy Key texts*** | **Extended phonics sessions**  | **Drawing Club – by Greg Bottrill**Move to write | **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 viewExpress 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 storiesOffer 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: 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 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: 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 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 (apparatus) and Athletics**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 writingSchool sports day |
| ***Literacy*** ***See APS curriculum – Write***  | Fine motor – dough disco Describe the marks they makeRecognise own name Join in with predictable stories**Poetry** Weekly poems from the poetry basket | Introduce handwriting rhymeswriting initial soundsdescribe events in familiar stories and predict eventsInclude mark making and early writing in their playWrite own name **Poetry** Weekly poems from the poetry basket | Write initial sounds and CVC labels – extend to captions **Poetry** Weekly poems from the poetry basket | Draw vocabulary and knowledge from non-fiction books and storiesWrite labels, captions and short sentences.**Poetry** Weekly poems from the poetry basket | Write simple sentences which include finger spaces. Use and understand vocabulary from stories, poems and non-fiction in their writing. **Poetry** Weekly poems from the poetry basket | 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 from the poetry basket |
| ***RWI phonics******See APS curriculum - Read*** | Revisit general sound discrimination, alliteration, rhyme and oral blending (Fred Talk).Introduce Set 1 sounds  | Continue Set 1 soundsRead CVC words  | Continue Set 1 soundsRead CVC words in simple sentences using phonic skills | Continue Set 1 soundsRead some Red Words in simple sentences | Introduce Set 2 sounds Read and write some Red WordsRead simple sentences with growing confidence | Continue Set 2 soundsRead sentences and talk about what has been read |
| ***Maths******See APS curriculum -Count****White Rose Maths and Numberblocks* | Match, sort and compare amountsCompare size, mass and capacityExplore patternRepresent, compare and composition of 1-5Shape - with up to 4 sidespositional languageTime  | Represent, compare and composition of 5-10one more and one lessMaking pairscombining two groupsBonds to 10Compare mass and capacity2D and 3D ShapeLength and heightTime | Building numbers beyond 10counting patterns beyond 10adding more and taking awayspatial 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 namea person who isspecial toChristians.AT2: I can talkabout a personwho is special tome and why.**Key vocabulary:**Special | Children will explore the natural world around them in Forest School. (Geography)Children will investigate how astronauts got to the moon. (Neil Armstrong - History)**RE theme:** Christmas**Question**: What is Christmas?**Christian concept**: Incarnation**Experience:**Nativityperformance(acting andsinging)AT1: I canremember somecharacters fromthe Christmasstory.AT2: I can talkabout how I feelwhen I get given a gift.**Key vocabulary:**JesusMaryJosephChristmas | 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:** Facepainting (tocelebrate Holifestival)AT1: I can talkabout somethingthat I celebrate athome or at school.AT2: I can talkabout how I feelwhen I celebrate aspecial occasion.**Key vocabulary:**HoliCelebrate | Explain the similarities and differences between environments around the world (Geography)**RE Theme**: Easter**Key question**: What is Easter?**Christian concept**: SalvationAT1: I can join inEaster celebrations in my class.AT2: I can talkabout why Easter(or anotherspecialcelebration)makes me happy.**Key vocabulary:**EasterJesus | 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, SikhismAT1: I can listento and recall partsof stories.AT2: I can talkabout what makesme happy and sad.**Key vocabulary:**FeelHappySad | 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, JudaismAT1: I can start torecognise somereligious places ofworship.AT2: I can name a place that isspecial to me.**Key vocabulary:**ChurchMosqueSynagogueSpecial |
| ***Expressive Arts and Design******See APS curriculum – Create*** Music and movement | Explore the use of shape, colour and designPaint a self portraitJoin in with familiar songs and nursery rhymes | Make use of props and materials in the role play area to recreate well known storiesPerform familiar songs and stories | Explore the use of tools and materialsExplore moving to different music genres | Begin to invent and adapt stories through their role play and small world playCreate a collaborative art piece, sharing ideas and resources | Perform poemsExplore the use of tools and share designsExplore making music and dance performances | Invent and adapt stories through their role play and small world playDesign 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 rocketsVisit from Father ChristmasRetell the Christmas story (12) | Look up where you live on a map (19) | Outdoor learning Take a trip on a train or busDrama 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) |