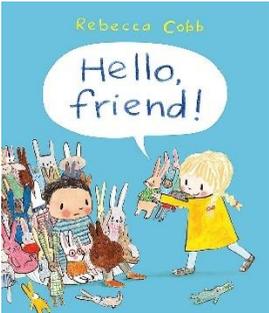
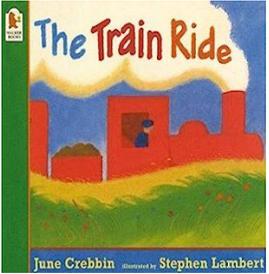
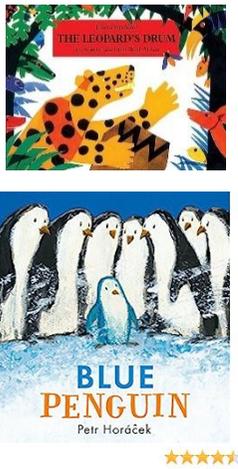
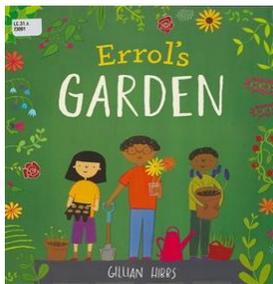
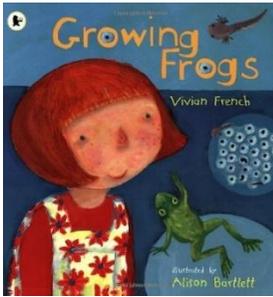
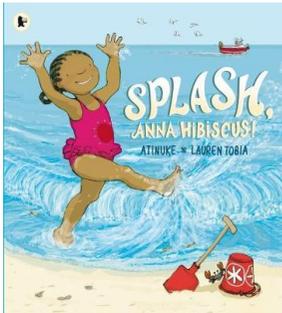




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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOCUS	School routine All about me Autumn (outside)	Transport Christmas Winter (outside)	Animals from hot and cold countries	Planting, growth and change Easter Spring (outside)	Lifecycles	Seaside
I wonder questions	I wonder... what makes me, me?	I wonder... what journey I might go on?	I wonder... where animals come from?	I wonder... how things grow?	I wonder... how things change?	I wonder... what I will find?
Cultural capital	Our local area	Post office to post Christmas letters. St Mary's Church Train ride	Animal workshop	Acresfield Gardens	School grounds – top field to explore the pond	Lytham
Author of the half term	Emily Gravett	Eric Carle	Jill Murphy	Michael Rosen	Tom Fletcher	Chris Haughton
Texts	Hello friend 	The train ride 	The leopards drum Blue Penguin 	Errol's garden 	Growing frogs 	Splash! 



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Focus	Drawing club Not now Bernard The 3 little pigs Trap door Chicken licken Where the wild things are Pink panther	Drawing club Little red hen Dark dark tale The Giant jam sandwich Bat fink What's in the witch's kitchen Goldilocks	Drawing club Dear Zoo The tiger that came for tea Penguin Rosies walk Jack and Jill	Drawing club Jack and the beanstalk Would you rather Willo The wisp Wacky Races Magic roundabout	Writing focus Writing linked of CLPE text	Writing focus Writing linked of CLPE text
Songs and rhymes Maths songs Songs linked to Seasons Songs linked to our curriculum Sing up music	I've got a grumpy face Alice the camel Autumn leaves are falling down Ring a roses Brush your teeth If you're happy and you know it Head, shoulders, knees and toes We are all friends	Witch, witch Row, row, row your boat Get on the train Down at the station 6 little snowflakes Little snowflake Twinkling stars Jingle bells When Santa got stuck up the chimney We wish you a Merry Christmas Santa Claus is coming to town Rudolf the red nose reindeer Must be Santa	Dabbling ducks Shake my sillies out Walking through the jungle Down in the jungle where nobody goes The ants go marching The animals went in two by two Penguin slide Three little penguins	Up and down Five fine bumble bees Find a little seed Spring chicken 1 finger, 1 thumb Five little peas in a pea pod press I can sing a rainbow Growing plants song I am a little bean Party time	Down there under the sea It's oh so quiet There's a tiny caterpillar on a leaf Five little speckled frogs The little green frog went gulp I'm a little tadpole Theres a tiny caterpillar on a leaf	Slap, clap, clap Bow, bow, bow Belinda Oh I do like to be beside the seaside The sun has got its hat on A sailor went to sea Over the deep blue sea Under the sea At the seaside This is the way we build sandcastle
Communication and Language	Understand how to listen carefully and know why listening is important Learn new vocabulary Develop social phrases Engage in story times Learn rhymes and songs	Use new vocabulary throughout the day Engage in non-fiction books Listen carefully to rhymes and songs Ask questions to find out more	Listen to and talk about selective non-fiction Re-tell the story once they have developed a deep familiarity of the text	Describe events in some detail Use talk to help work out problems and organise thinking and activities Listen to and talk about stories to build familiarity and understanding	Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives	Express their ideas and feelings using full sentences Offer explanations for why things might happen
Physical Development	Revise and refine the fundamental movement skills	Revise and refine the fundamental movement skills	Revise and refine the fundamental movement skills	Confidently and safely use a range of small and large apparatus	Progress to a more fluent style of moving with developing control and grace	Hold a pencil effectively using the tripod grip



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	<p>Develop their small motor skills</p> <p>Use their core muscle strength</p> <p>Develop the skills they need to manage the school day successfully</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities with a ball</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the overall body strength, balance and agility</p>	<p>Further develop and refine a range of ball skills</p>		
PSED	<p>Manage their own needs</p> <p>Build constructive and respectful relationships</p> <p>Know and talk about different factors that support their overall health and wellbeing</p>	<p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>See themselves as a valuable individual</p>	<p>Show resilience and perseverance in the face of challenge</p>	<p>Think about the perspective of others</p>	<p>Work and play cooperatively and take turns</p>	<p>Give focused attention to what the teacher says and following instructions involving several actions</p>
Literacy (reading and Writing) (See also RWI and CLPE Power of Reading planning)	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words</p> <p>Form lower case letters correctly</p>	<p>Read some letter groups which represent one sound and say some sounds</p>	<p>Read a few common exception words matched to the school's phonics programme</p> <p>Spell words by identifying the sounds and then writing the sounds with letters</p>	<p>Read simple phrases and sentences made up of words with known letter sounds correspondences</p> <p>Re-read books to build up their confidence in word reading, fluency and understanding</p>	<p>Write short sentences with words with known sound letter correspondences using a capital letter and a full stop</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Retell a story in your own words</p> <p>To know RWI set 1 and set 2 sounds</p>
Mathematics (See mastering number plan)						
RE (See separate SACRE planning)	<p>Which people are special and why?</p>	<p>Which stories are special and why?</p>	<p>Which places are special and why?</p>	<p>Which times are special and why?</p>	<p>Where do we belong?</p>	<p>What is special about our world?</p>
Understanding the World	<p>Talk about members of the immediate family and their community (History, C&L)</p> <p>Name and describe people who are familiar to them (History, C&L)</p>	<p>Draw information from a simple map (Geography)</p> <p>Understand the effect of changing seasons on the natural world around them (Science)</p>	<p>Recognise some similarities and differences between life in this country and other countries (Geography)</p> <p>Understand that some places are special to some members of their community (RE)</p>	<p>Understand the effect of changing seasons on the natural world around them (Science)</p> <p>Compare and contrast characters from stories including figures from the past (History, RE)</p>	<p>Comment on images of familiar situations in the past (History)</p> <p>Understand the key features of a life cycle and identify 4 stages (Science)</p>	<p>Talk about the lives of the people around them and their roles in society (History, C&L, RE)</p> <p>Explore the world making observations (Science)</p>



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	<p>Recognise that people have different beliefs (RE)</p> <p>Exploring the natural world around them (Science)</p> <p>Describe what they see, hear and feel outside (Science)</p>		<p>Recognise some environments that are different from the one they live in (Geography, Science)</p>	<p>Plant seeds and care for growing plants. Identify 4 things that a plant needs to help it grow (Science)</p>		
Expressive Arts and Design	<p>Create collaboratively sharing ideas resources and skills. (C&L, PSED, DT)</p> <p>Explore and engage in music making and dance (Music)</p>	<p>Explore and engage in music making and dance (Music)</p> <p>Sing in a group or on their own (Music)</p>	<p>Develop story lines in their pretend play (C&L, PSED, Literacy)</p> <p>Watch and talk about dance and performance art (Music/dance)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (Music)</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (Art, PSED)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (C&L, DT)</p>	<p>Explain the process and how they have done something (C&L, DT, ART)</p> <p>Invent and create own stories (C&L, Literacy)</p> <p>Draw pictures of animals and plants (Art)</p>