



Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
	My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Our Queen, coronations, The Magna Carta, Buckingham Palace, London, locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends



Communication and Language Including daily phonics sessions, whole class and small group story sessions.	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because...	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g., how do people change as they grow? Use increasingly complex sentences to link thoughts e.g., using 'and', 'because' E.g., this plant did not grow well because... This plant grew well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	Describe a pretend object in play-based situations, e.g., when role playing a coronation, a child might use props for their orb and sceptre. Question to understand why things happen e.g., who, what, when how e.g., when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.	Use talk to explain what is happening and anticipate what might happen next e.g., when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
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Sounds Write Phonics and Reading	<u>Phonics</u> Unit 1 - a, i, m, s, t Unit 2 - n, o, p Unit 3 - b, c, g, h Unit 4 - d, e, f, v Unit 5 - k, l, r, u Unit 6 - j, w, z Unit 7 - x, y, ff, ll, ss, zz <u>High Frequency Words:</u> is, a, the, I for, of are, was all Recognising and writing names Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.		<u>Phonics</u> Unit 8 - vcc and cvcc 2 consonants in final position, 3- & 4- sound words Unit 9 – ccvc 2 consonants in initial position <u>High Frequency Words:</u> come, some to.		<u>Phonics</u> Unit 10 - ccvcc, cvccc and cccvc 3 adjacent consonants 5-sound words Unit 11 – sh, ch, th ck, wh, ng, q and u <u>High Frequency Words:</u> there, their, these what, where, who	
Literacy and Suggested Texts (In addition, Sounds-Write)	Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once	Fiction & Non-fiction books about transport Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories	Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g., in free flow or in a structured lesson. List writing	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g., labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.	Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions	Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing.



upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with phonics scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with handwriting policy	Initial sounds and simple CCVC words and more in line with phonics scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g., writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy.	Reading words through sound blending as part of phonics scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g., writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Letter writing including simple sentences and phrases Recognise common exception words within phonics scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g., writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings	for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g., role play a coronation Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g., playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with Words. Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary .
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Suggested Texts check	Love Makes a Family by Sophie Beer Here We Are by Oliver Jeffers Tree by Britta Teckentrup Owl Babies by Martin Waddell I am too absolutely small for school by Lauren Child Goldilocks and the Three Bears The Gingerbread Man Additional Suggestions: The Squirrels who Squabbled by Rachel Bright and Jim Field Seasons by Hannah Pang Hari's Box by Juliet Bell Later by Curtis Ackie Dan and Diesel by Charlotte Hudson What the Ladybird Heard by Julia Donaldson The Tiger who came for Tea by Judith Kerr Hibernation hotel by John Kelly Winnie the Pooh by AA Milne	Mrs Armitage on Wheels by Quentin Blake Mr Gumpy's Motor Car by John Burningham Shackleton's Journey by William Grill The Gruffalo by Julia Donaldson Stick Man by Julia Donaldson The Billy Goats Gruff Additional Suggestions: Naughty Bus by Jan Oke Duck in the Truck by Jez Alborough, The Wheels on the Tuk Tuk by Kabir Sehgal The Christmas Story	Caroline's Comets by Emily A McCulley How the Stars came to be by Poonam Mistry Look Up by Nathan Bryon Jack and the Beanstalk Rosie's Walk by Pat Hutchins Cinderella Additional Suggestions: Mae Jemison by Mary Nhin Whatever Next by Jill Murphy How to catch a star by O Jeffers Meet the Planet by Carly Hart Star in a Jar by Sam Hay Shine Zoom to the moon	The Tiny Seed by Eric Carl The Very Hungry Caterpillar by Eric Carle Oliver's Vegetables by Alison Bartlett The Enormous Turnip by Irene Yates When I grow up by Al Yankovic Jack and the Beanstalk Additional Suggestions: Tree by Britta Teckentrup Monkey Puzzle by Julia Donaldson Tadpoles Promise by Jeannie Willis Seasons When I grow up by JHon Hales	Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony Usborne- Peep inside a castle Usborne – See Inside London The Queen's Knickers by Nicholas Allan Katie in London by James Mayhew Paddington at the Palace by Michael Bond Additional Suggestions: The Ugly Duckling The Princess and the Pea Shhh don't wake the royal baby by Martha Mumford Where the Wild things are by Maurice Sendak The True Story of the 3 Little Pigs by Jon Scieszka	George and the Dragon Alice in Wonderland Robin Hood Usborne – Greek Myths for Young Children Little Red Riding Hood The Hare and the Tortoise Additional Suggestions: King Midas and the Golden Touch (Greek Myth) Nonsense Poetry e.g., Spike Milligan, Edward Lear. Anansi the Spider (Ghanaian Folk Tale) A World of Nature Stories The Three Little Pigs The Colour Monster by Anna Llenas Traction Man by Mini Grey



Traditional rhymes and poetry	Baa, baa, black sheep Hey diddle diddle Hickory dickory dock	Little Bo Peep Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	It's raining, it's pouring Jack and Jill Old Mother Hubbard Rain, rain, go away Sing a song of sixpence	Ladybird, ladybird Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week
Sayings and Phrases	<i>'Well, I never!'</i> <i>'A piece of cake'</i> <i>'An apple a day keeps the doctor away'</i>	<i>'Pull your socks up'</i> <i>'On cloud nine'</i> <i>'Don't judge a book by its cover'</i>	<i>'As good as gold'</i> <i>'As dead as a dodo'</i> <i>'Let the cat out of the bag'</i>	<i>'As fit as a fiddle'</i> <i>'Pigs might fly'</i> <i>'Don't count your chickens before they have hatched'</i>	<i>'Mountain out of a molehill'</i> <i>'It's raining cats and dogs'</i> <i>'If at first you don't succeed, try, try again'</i>	<i>'A drop in the ocean'</i> <i>'Better late than never'</i> <i>'The more the merrier'</i>



Mathematics – Mastering Number (NCETM)

Subitising
perceptually subitise within 3
identify sub-groups in larger
arrangements
create their own patterns for
numbers within 4 practise
using their fingers to
represent quantities which
they can subitise experience
subitising in a range of
contexts, including temporal
patterns made by sounds.

Cardinality, ordinality and counting
relate the counting sequence
to cardinality, seeing that the
last number spoken gives the
number in the entire set
have a wide range of
opportunities to develop their
knowledge of the counting
sequence, including through
rhyme and song
have a wide range of
opportunities to develop 1:1
correspondence, including by
coordinating movement and
counting
have opportunities to develop
an understanding that
anything can be counted,
including actions and sounds
explore a range of strategies
which support accurate
counting.

Subitising
continue from first half-term
subitise within 5, perceptually
and conceptually, depending on
the arrangements.

Cardinality, ordinality and counting
continue to develop their
counting skills
explore the cardinality of 5,
linking this to dice patterns and
5 fingers on 1 hand
begin to count beyond 5
begin to recognise numerals,
relating these to quantities they
can subitise and count.

Composition
explore the concept of ‘wholes’
and ‘parts’ by looking at a range
of objects that are composed of
parts, some of which can be
taken apart and some of which
cannot
explore the composition of
numbers within 5.

Comparison
compare sets using a variety of
strategies, including ‘just by
looking’, by subitising and by
matching
compare sets by matching,
seeing that when every object in
a set can be matched to one in
the other set, they contain the

Subitising
increase confidence
in subitising by
continuing to explore
patterns within 5,
including structured
and random
arrangements
explore a range of
patterns made by
some numbers
greater than 5,
including structured
patterns in which 5 is
a clear part
experience patterns
which show a small
group and ‘1 more’
continue to match
arrangements to
finger patterns.

Cardinality, ordinality and counting
continue to develop
verbal counting to 20
and beyond continue
to develop object
counting skills, using
a range of strategies
to develop accuracy
continue to link
counting to
cardinality, including
using their fingers to
represent quantities
between 5 and 10

Subitising
explore symmetrical
patterns, in which each
side is a familiar
pattern, linking this to
‘doubles’.

Cardinality, ordinality and counting
continue to consolidate
their understanding of
cardinality, working
with larger numbers
within 10
become more familiar
with the counting
pattern beyond 20.

Composition
explore the
composition of odd and
even numbers, looking
at the ‘shape’ of these
numbers begin to link
even numbers to
doubles begin to
explore the
composition of
numbers within 10.

Comparison
compare numbers,
reasoning about which
is more, using both an
understanding of the
‘howmanyness’ of a
number, and its

Subitising
continue to practise
increasingly familiar
subitising arrangements,
including those which
expose ‘1 more’ or
‘doubles’ patterns
use subitising skills to
enable them to identify
when patterns show the
same number but in a
different arrangement, or
when patterns are similar
but have a different
number
subitise structured and
unstructured patterns,
including those which
show numbers within 10,
in relation to 5 and 10
be encouraged to identify
when it is appropriate to
count and when groups
can be subitised.

Cardinality, ordinality and counting
continue to develop
verbal counting to 20 and
beyond, including
counting from different
starting numbers continue
to develop confidence and
accuracy in both verbal
and object counting.

Composition

In this half-term, the
children will
consolidate their
understanding of
concepts previously
taught through
working in a variety
of contexts and with
different numbers.



	<u>Composition</u> see that all numbers can be made of 1s compose their own collections within 4 <u>Comparison</u> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.	same number and are equal amounts.	order numbers, linking cardinal and ordinal representations of number. <u>Composition</u> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit' <u>Comparison</u> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.	position in the number system	explore the composition of 10. <u>Comparison</u> order sets of objects, linking this to their understanding of the ordinal number system.	
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Suggestions to compliment Mastering Number programme	Counting, recognising and writing numbers in a range of practical situations including role play, child-initiated play and adult led activities.	Numbers within 10; including subitise (recognise quantities without counting) up to five number bonds and double facts up to 10.	Quantity; more and less in different contexts including physical objects such as counters, capacity of containers, money and numbers e.g., how many cubes can fit in this box? Can we fit more in this bigger box? How many more can we fit?	Addition and Subtraction with numbers to 20 using concrete objects to support understanding. Odd and even numbers; using concrete objects such as numicon to support understanding.	Double facts to 10; exploring known facts and how we can apply what we know to new problems.	Grouping and sharing; using concrete objects. Equal grouping and sharing. Sharing out counters, buttons, snacks at snack time etc.
	Secure one to one correspondence; scaffold learning by modelling how we count objects by placing our finger on each one.	Properties of shapes, tessellation and repeating shape patterns. Colours and patterns; Create repeating patterns with beads on strings, patterns of coloured cars etc.		Measure; how do we measure things in our classroom? Use nonstandard measure such as how many hands long is this table? Exploring using rulers and measuring tapes to measure our feet, each other's legs etc.	Doubling using concrete objects such as buttons or counters. Comparing quantities of more and less; ordering numbers, recognising how many tens are in a two-digit number.	Time to the half hour and beyond.
	Verbally count to and back from 10 and then 20 when appropriate.	Comparing quantities; e.g., pouring water or sand from one container to another and seeing which holds the most.	Numbers within 20; automatic recall of number bonds to 10, secure understanding of numbers between 10 and 20, recognise the value of 10.		Money; begin to recognise coins and their value. Use a till and labels in a shop role play or a shop-based tuff tray activity.	Addition and Subtraction within numbers to 20 in practical, concrete contexts.
	Numbers within 5; including subitise (recognise quantities without counting) up to five	Positional language; games where children move objects around and describe their position.	Counting objects hidden in the sand tray, counting small objects using tweezers to move them from one pot to another.	Verbally count to 20 and beyond.	Time to the hour and beyond; use a large clock to demonstrate.	Write numbers in a range of practical situations e.g to label things, in role play area, with chalk on the playground etc.
	Number games, pattern games, ongoing mathematical provision for independent choice.			Time to the hour and beyond; make clocks with cardboard and a split pin.		



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Understanding the World	Past and Present (History)					
	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history. Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport. Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g., local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g., a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
	People, Culture and Communities (Geography)					



	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.
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Understanding the World	The Natural World (Science)					
	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?

Religious Education (Emmanuel Project)	<u>Creation - Why is the word 'God' so important to Christians?</u> Remember something that happens in the Bible story of Creation. Recognise that Christians use God's name with care because God is their Creator. Recognise that the word 'God' is an important name for Christians. Talk about when and where people use my name and why. Talk about something interesting in the Creation story or in the world around me. Talk about who is important or special to me, my VIP.	<u>Incarnation - Why do Christians perform Nativity plays at Christmas?</u> Tell part of the nativity story e.g., when dressed as a character or using figures from a crib set. Recognise something a family is doing at Christmas because they are Christians. Recognise an image of Jesus e.g., in a nativity set, stained glass window, icon. Talk about things that happen to me e.g., places I go at the weekend. Talk about something interesting in a story about Jesus as an adult. Talk about a person who is important or special to me.	<u>Salvation - How can we help others when they need it?</u> Remember how the traveller in the Good Samaritan story was saved or rescued. Recognise some images of a Christian praying and identify this as part of their religion. Recognise the Christian parable of the Good Samaritan e.g., in a painting, poem, drama, stained glass. Talk about things that happened when I needed help, or how I helped someone. Talk about something interesting in a story where someone needed help. Talk about someone who is special because they help me when I need help.	<u>Salvation - Why do Christians put a cross in an Easter Garden?</u> Remember something that happens in the Christian story of Easter. Recognise something a Christian is doing because of their religion e.g., making the sign of the cross. Recognise things which are important to Christians e.g., pictures of Jesus, different crosses. Talk about things that happen to me e.g., going somewhere special with my family. Talk about something interesting in a story e.g., that makes me ask a question. Talk about what is important or special to me e.g., a favourite story, food or a souvenir.	<u>Incarnation - What makes every single person unique and precious?</u> Remember something that happens in the story of Jesus welcoming the children. Recognise something a Christian might do to follow Jesus' Golden Rule. Recognise why a 'thank you' song to God is important to a Christian. Talk about something that happens to me in the present, that didn't happen when I was little. Talk about something interesting in the story of Jesus getting lost. Talk about what I think is special (or unique) about me.	<u>Creation - How can we care for our wonderful?</u> Remember the different things created by God in the Bible story of Creation. Recognise something a Christian does because they believe God says to care for the world. Recognise why a song / prayer about God's world is important to Christians. Talk about when I have looked after or cared for someone or something myself. Talk about something interesting or wonderful in the Creation story or in the world around me. Talk about what I think is special or wonderful in the natural world.
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Personal, Social and Emotional Development (Cambridgeshire Primary Personal Development Programme)	<u>My Body and Growing Up</u> This unit of work helps children to learn about and value their bodies and explore issues around growing up. These aspects of learning form important components of an effective Sex and Relationships Education (SRE) for young children.	<u>Beginning and belonging</u> The unit focuses on welcoming children to their new class and examines how children and staff can work together to create an inclusive, safe and fair learning environment.	<u>Identities & Diversity</u> This unit focuses on understanding how they belong to their class, and to recognise similarities and differences between themselves and others in their class. Recognising that people and families have different beliefs and customs that are important and special to them, and that we can value each other's differences. <u>Me and My world</u> The unit focuses on understanding our local area and that different places have different purposes. Children will think about who looks after them in these areas, and how they can look after their school environment.	<u>Keeping Safe</u> As children's experience of life widens, they will encounter an increasing number of contexts in which they need to have the skills to keep safer. This unit of work develops children's awareness of potential dangers in their immediate surroundings and teaches them to take appropriate responsibility for their own safety.	<u>Family and friends</u> The unit focuses on developing children's ability to form and sustain positive and satisfying relationships particularly with members of their family and friendship groups. <u>My Emotions</u> Emotional well-being plays an important part in the development of children's positive self-image and identity. Emotions are closely connected to what we think and how we behave.	<u>Healthy Lifestyles</u> This unit of work focuses on developing children's awareness, knowledge and understanding of the importance of being healthy and of the range of factors which contribute to maintaining their health. As well as physical health, children's emotional health plays a key part in their overall health and wellbeing.
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	All about Me	Transport Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Physical Development		Discrete PE lessons timetabled in addition to use of outdoor area				
Gross Motor	Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive Arts and Design						

Creating with Materials	Exploring colour. Painting with primary colours. Mixing secondary colours. Artist: Georgia O'Keeffe	Colour and the seasons. Exploring which colours show us different seasons. Cutting: Matisse inspired cut outs. Understanding the idea of painting with scissors.	Painting: portraits inspired by Vincent Van Gogh Creating portraits of ourselves and our peers to understand portion. Design: space vehicles that can transport people and objects around the moon. Puppets: Chinese New Year	Exploring what we can see in the world around us. Explore how Turner used different brushstrokes to paint landscapes. Painting: Landscapes – what we see in our local environment. Create: Easter bonnets	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting fish with ink and wax resist. Observational drawing	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sportswear.
Being imaginative and expressive (Charanga)	<u>Charanga: Me!</u> Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Listening and responding to different styles of music.	<u>Charanga: My Stories</u> Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Learning to sing or sing along with nursery rhymes and action songs.	<u>Charanga: Everyone!</u> Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes Singing and learning to play instruments within a song.	<u>Charanga: Our world</u> Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Improvising leading to playing classroom instruments.	<u>Charanga: Big bear funk</u> Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other	<u>Charanga: reflect, rewind and replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.



	Embedding foundations of the interrelated dimensions of music	Improvising leading to playing classroom instruments	Share and perform the learning that has taken place.	Singing and learning to play instruments within a song. Share and perform the learning that has taken place	nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.	
Festivals and Celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
Special events	Harvest Service	Children in Need Remembrance Day Black history week Nativity Performance / Carol Service Christingle	World Book Day Internet Safety Day Comic/Sports Relief	Easter egg hunt	Earth Day	Sports Day