|  **Year Group: R** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Topic** | **Into the woods** | **Commotion in the ocean** | **Around the world** | **Aliens in Space** | **Ready steady grow** | **Castles,Knights and Dragons** |
| **Focus texts****Non fiction** | Going On a Bear Hunt Whatever NextWoodland life to spot | Rainbow FishThe Last seaweed pie | Market Day for Amma Handa’s surprise  | BeeguHow to catch an alienHow to catch a star Look inside Space | Oliver’s VegetablesJack and the Beanstalk  | Three Little Pigs The knight who wouldn’t fight  |
| **PSED (Personal, Social, emotional** | **Me and My Relationships**Build respectful relationships, express their feelings | **Valuing Difference**Consider others feelings and perspectives | **Keeping Myself Safe**People who keep me safe, my body, safe online | **Rights and Responsibilities**Explain reason for rules, know right from wrong, being helpful | **Being My Best**See themselves as a valuable individual, show resilience and perseverance, set own goal | **Growing and Changing**Manage their own needs, life stages, babies, getting biggerRecognise the similarities between their home and those of others. |
| **Communication and Language** | Listen to rhymes, poems and songsBuild listening skillsLearn new Vocabulary Engage in story time and non-fiction books | Learn rhymes, poems and songsAsk questions, share ideasUse new Vocabulary Listen to and talk about storiesDiscussing events in detail. | Use new vocabulary Retelling familiar storiesDevelop social phrasesListen and talk about non-fiction booksUse talk to work out problems | Use new vocabulary Retell Stories, connecting ideasArticulating ideas and thoughtsExplain how things work | Listen and respond with ideas and questions.Interacting and responding to group ideas in discussions.Predict what might happen in familiar texts | .Expressing ideas and feelings using full sentences – using past, present and future tenses.Hold conversations with teachers and peers |
| **Physical Development****PE curriculum** | Body strength- coordination and balance. Fine Motor – use a variety of tools including focus on pencil grip | Develop accurate handwriting skills. Healthy eating, including teeth hygieneDevelop pencil grip mostly using tripod grip  | Develop a range of ball skills. Being a safe pedestrian. Core muscle strength for good posture.  | Combining different movements Moving energetically such as running , jumping, dancing , climbing. | Using a range of small tools e.g. scissors. Accuracy and care when drawingHealth and well- being. – links to PSED  | Following InstructionsUsing large apparatus indoors and outdoors. Parachute games/ making waves.  |
| **Literacy*****Comprehension******Word reading*** ***Writing*** | Phase 2 weeks 1,2,3Comp- Ask questions about the book - Make comments and share their own ideasRole play narrative using props Initial sound identification, CVC word building Forming some letters accurately  | Phase 2 weeks 4,5,6Phase 3Comp -Engage in extended conversations about stories and learn new vocabulary Use some print and letter knowledge in their writingWriting simple sentence Word buildingForm lowercase and capital letters | Assess and review Comp - Use speech , vocab that is increasingly influenced by stories they are readingWriting short sentences with words with known sound correspondencesUse finger spaces accurately | Review and assess all phase 3 digraphsComp- Build enjoyment reading new texts increasing , understanding and fluencyWrite sentences with known sound letter correspondencesUse capital letters and full stopBegin to re read writing to check it makes sense | Phase 4Comp-Demonstrate understanding of what has been read Retell stories using own words and new vocabularyWrite recognisable letters, most which are correctly formedSpell words by identifying sounds in them and representing the sounds with correct phoneme, digraph |  Phase 5 Comp-Recall key events in stories Use and understand new vocabulary during discussions about stories, non fiction , rhymes and poetrySpell words by identifying sounds in them and representing the sounds with correct phoneme , digraphWrite sentences and phrases that can be read by others |
| **Maths*****Number******Numerical patterns*** | Early Mathematical ExperiencesPattern & Early NumberNumbers within 6Addition & Subtraction within 6Subitise numbers up to 5 MeasureShape & Sorting  | Numbers within 10Calendar & TimeAddition & Subtraction within 10Grouping & SharingNumber patterns within 15Doubling & halvingShape & pattern | Securing addition & subtraction factsNumber patterns within 20Number patterns beyond 20MoneyMeasuresExploration of patterns within number |
| **Understanding the World*****Past and Present (History)******People.******Culture and Communities (Geography)******The natural world (science)*** | Seasonal Changes (S/G)Where is the Bear? (G/S)School Grounds (G)Explore and compare the natural world around them including different habitats and environments (S) | Natural world/environment (S)Ocean conservation (S/G)Compare artefacts from the past and present Map skills (G)Local area (G/S)The Geography of ME - family and community(G)Looking at changes of natural world linked to seasons and changing of states of matter (S) | Figures from the Past (H) Similarities and differences between people and their roles in society India (G) Map skillsCompare features of the world, both natural and made by peopleComparing different places of worship and in the community | Astronauts, figures from the past(H/S)Recognising different environments and comparing them to the one we live in. | Growing (S) Minibeasts (S) Drawing comparisons Farming, My Weather, My food, (G/ S)The History of ME - discuss past events within family (H)Minibeasts (S) | Looking at houses from the pastdifferent types of houses (castles, cottages etc)Compare and contrast characters from stories including figures from the past (e.g. what is a knight, do we still have knights?) HDrawing story maps (G)Materials (S) |
| **Expressive Art and Design** | To construct, experimenting with colour and design. Develop storylines in their pretend play- Safely use and explore a variety of tools and techniques. | Role playing traditional stories.Exploring familiar characters and songs. Singing in group matching pitch and following a melody | Explore and engage in music making and dance, performing solo or in groups- Exploring colours and powder paint to create aliens.To use tools and techniques to decorate planets.  | Watch and talk about dance and performance art, expressing their feelings and responses-Invent , adapt and recount stories and narratives through role play , story telling  | Create collaboratively, sharing ideas, resources and skills- Make use of props and materials when roleplaying characters | Explore design, texture, form and function-castle making and painting.Exploring materials to make - shields sharing creations explaining the processes used. Perform songs/ moving in time to music- create your own armour |