| **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 Next  Woodland life to spot | Rainbow Fish  The Last seaweed pie | Market Day for Amma  Handa’s surprise | Beegu  How to catch an alien  How to catch a star  Look inside Space | Oliver’s Vegetables  Jack 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 bigger  Recognise the similarities between their home and those of others. |
| **Communication and Language** | Listen to rhymes, poems and songs  Build listening skills  Learn new Vocabulary  Engage in story time and non-fiction books | Learn rhymes, poems and songs  Ask questions, share ideas  Use new Vocabulary  Listen to and talk about stories  Discussing events in detail. | Use new vocabulary Retelling familiar stories  Develop social phrases  Listen and talk about non-fiction books  Use talk to work out problems | Use new vocabulary  Retell Stories, connecting ideas  Articulating ideas and thoughts  Explain 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 hygiene  Develop 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 drawing  Health and well- being. – links to PSED | Following Instructions  Using large apparatus indoors and outdoors.  Parachute games/ making waves. |
| **Literacy**  ***Comprehension***  ***Word reading***  ***Writing*** | Phase 2 weeks 1,2,3  Comp- Ask questions about the book -  Make comments and share their own ideas  Role play narrative using props  Initial sound identification, CVC word building  Forming some letters accurately | Phase 2 weeks 4,5,6  Phase 3  Comp -Engage in extended conversations about stories and learn new vocabulary  Use some print and letter knowledge in their writing  Writing simple sentence  Word building  Form lowercase and capital letters | Assess and review  Comp - Use speech , vocab that is increasingly influenced by stories they are reading  Writing short sentences with words with known sound correspondences  Use finger spaces accurately | Review and assess all phase 3 digraphs  Comp- Build enjoyment reading new texts increasing , understanding and fluency  Write sentences with known sound letter correspondences  Use capital letters and full stop  Begin to re read writing to check it makes sense | Phase 4  Comp-Demonstrate understanding of what has been read  Retell stories using own words and new vocabulary  Write recognisable letters, most which are correctly formed  Spell 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 poetry  Spell words by identifying sounds in them and representing the sounds with correct phoneme , digraph  Write sentences and phrases that can be read by others |
| **Maths**  ***Number***  ***Numerical patterns*** | Early Mathematical Experiences  Pattern & Early Number  Numbers within 6  Addition & Subtraction within 6  Subitise numbers up to 5  Measure  Shape & Sorting | | Numbers within 10  Calendar & Time  Addition & Subtraction within 10  Grouping & Sharing  Number patterns within 15  Doubling & halving  Shape & pattern | | Securing addition & subtraction facts  Number patterns within 20  Number patterns beyond 20  Money  Measures  Exploration 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 skills  Compare features of the world, both natural and made by people  Comparing 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 past  different 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?) H  Drawing 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 |