	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment Activities **Cultural Capital** **Educational visits**	First visit to SMG Church Baby pictures Autumn Walk Harvest	Bonfire Night Remembrance Day Diwali Anti-bullying day Advent Nativity performance Pantomime	NY's Resolutions Winter walk Chinese New Year E-safety day Road safety Post office visit	Lent Spring Walk World Book Day Mother's Day Library Visit Easter	Eid Food Tasting – different cultures Walk to the shop to buy fruit. class trip – Farm/Zoo	Healthy eating week Sports day Summer Walk Transition to Year 1
Communication & Language	*Learn to follow instructions with two or more parts. *Learn to respond to what others say. *Show they are paying attention to the person who is talking. *Be able to recall some events from stories I have heard.		*Respond to what I have heard by asking questions and saying what I think. * Show I can wait and take turns in conversation. *Show that I am ready to learn by sitting quietly. *To switch attention from one task to another. *Recall main events and characters from stories I have heard.		*Show that I am listening attentively. *Be able to respond with questions, comments and actions. *To engage and take turns in conversations with my friends and teachers. *To show that I am listening and on task straight away.	
PSED **PSHE** **(Kapow)**	**Self-Regulation - Feelings** *Identifying, labelling and describing feelings. *Develop coping strategies. *Knowing and labelling what facial expressions mean. **Building relationships – Special relationships** *My family and special people. *learning how to share & strategies that help *Understand that they are unique and share similarities and differences.		**Managing Self – taking on challenges** *Following rules and understanding why we have them. *Work as a team, show persistence, problem solve and communicate effectively. *Learn grounding techniques and how to use them. *To understand the meaning of resilience and perseverance. **Self-Regulation - Listening and following instructions.** *Develop the understanding of listening carefully, telling the truth and thinking of others feelings. *Following instructions & perservering when things become difficult		**Building relationships – My family & friends** *Understanding each other's beliefs and special times. *Understand what makes a good friend & how to be a good friend. *Celebrate friendships **Managing Self – Wellbeing** *What is exercise. *How to relax and look after ourselves. *Being a safe pedestrian. *Eating a healthy balanced diet,	
Physical Development Through PE lessons & daily gross and fine motor tasks inside & out Fine Motor Daily 'Squiggle while we wiggle' and 'Dough Disco'.	**FMS Baseline unit** Begin to practise & Explore EYFS FMS's	**Max Whitlock Gymnastics EYFS** Making shapes, balancing, jumping, rocking & rolling.	**An encounter with Pirates** *Show control grace, good posture, Balance, co-ordination & agility. * Develop throwing, catching, kicking, passing, batting, and aiming.	**FMS - Jack and the Beanstalk** *To jump and land safely * To perform a pencil & egg roll. *To hop on left & right foot. *To catch a large bal	**FMS - Transport** *To continue to practise EYFS FMS's. *To carry equipment safely. * To climb on climbing frame with confidence.	**Space –FMS** *To fluently perform FMS's including jumping, landing, rolling and running.

English	Enhanced provision linked to Harry and his dinosaurs Start School. Colour Monster Rosie's Walk Goldilocks and the Three Bears	Reading and writing opportunities linked to National Nursery Rhyme Week Not Now Bernard Gingerbread man	Reading and writing opportunities linked to Three Little Pigs Percy the Post Penguin Martha Maps it Out	Reading and writing opportunities linked to The Storm Whale The Little Red Hen Farmer Duck	Reading and writing opportunities linked to Handa's Surprise The Lion Hunt Rumble in the Jungle	Reading and writing opportunities linked to Superworm How to Catch a Star Whatever Next
Phonics **Red Rose**	Phase 2 Teach GPC's - s a t p i n m d g o c k Tricky word - to	Phase 2 Teach GPC's - ck f ff l ll ss Tricky word – the I no go into	Phase 3 Teach GPC's – j v w x y z zz qu ch sh th th ng Tricky word – he she we be me was my you they	Phase 3 Teach GPC's – ai ee igh oa oo oo ar or Tricky word – her all are like said when have one so	Phase 3 Teach GPC's – ur ow oi ear air ure er Tricky word – come do were some there out little what	Phase 4 Teach CVCC, CCV CCVC, CCVCC, CCCVC, and CCCVCC Tricky word – Recap unknown tricky words Teach Polysyllabic and adjacent consonants.
Mathematics **White Rose** **Mastering Number**	**Mastering Number** Weeks 1-5 **White Rose** Match sort & compare Talk about measure and patterns It's me 1	Mastering Number Weeks 6-10 It's me 2, 3, 4 and 5 Circles and triangles Shapes with 4 sides	**Mastering Number** Weeks 11-15 **White Rose** Alive in 5 It's me 6, 7 and 8 Mass and capacity	**Mastering Number** Weeks 16-20 **White Rose** Building 9 and 10 Length height and width Time Exploring 3d shapes	**Mastering Number** Weeks 20-25 **White Rose** Numbers to 20 How many now? Manipulate, compose & decompose.	**Mastering Number** Weeks 26 review & Assess **White Rose** Sharing and grouping Visualise, build and map Making connections
UTW **The World**	**Seasonal Changes –** This will take place throughout the year as the seasons change from one season to the other. **Enquiry question –** What are the seasonal changes and what do the look like? Know the names of the seasons. Describe the seasons using their senses. Describe how the seasons are different.					
	*Create a simple life cycle of a child. *Describe what I can see, hear and feel outside using appropriate vocabulary. *Use my senses and simple equipment to make observations. *Talk about the area I live in & it's climate. *Talk about the weather linked to the current seasons.		*Talk about forces I feel e.g. push, pull etc. *Talk about the differences in materials. *Talk about changes e.g. freezing, melting. *Describe my own environment and local area. *Talk about the weather linked to the current seasons. * verbally recount an experiment we have carried out - Science week.		*Describe animals and plants from photos and experiences. *Make observations of animals and plants and draw pictures. *Contrast the natural world around me with different environments. *Describe another environment e.g. desert, Artic etc.	

			*Begin to record a recount an experiment we have carried out.
UTW – Past & Present	**Own family history focus – generations/ancestors** **Enquiry question – Can you make a timeline for the people in your family?** Know the important events in their own lives. Know what a family tree is and make their own. Know who is the oldest & youngest in their family.	**Significant people – Vicar, teachers, doctors, nurses, firefighters** **Little people books – Florence Nightingale** **Enquiry question – What makes someone important?** Know some occupations people have. Know how these people can help us. Know why we remember some people. Know what they are remembered for.	**Significant event – Moon landing** **Enquiry question – What makes an event significant?** Know who & when the first person to land on the moon. Know why the moon landing was significant. Know some other significant people linked to space travel.
UTW – People, cultures and communities	**Branch 1 - Creation & Covenant** **Aim –** The children know the creation story and will understand the whole of Creation shows God's love for us and we must take good care of it all. **Branch 2 – Prophecy and promise** **Aim –** The children will know the main parts of the nativity including the annunciation, the birth of Jesus and the shepherds visiting Jesus.	**Branch 3 - Galilee to Jerusalem** **Aim -** The children will understand we celebrate Jesus' birth at Christmas and that the kings brought him gifts. Jesus is God's Son and came for everyone. **Branch 4 - Desert to Garden** **Aim -** The children will understand and talk about the season of Lent and Easter. They will know Jesus died on Good Friday and rose again on Easter Sunday.	**Branch 5 - To the Ends of the Earth.** **Aim -** The children will understand that Pentecost celebrates the coming of the holy spirit. Pentecost is a special celebration in the Church and that Sunday is a special day for the Church to celebrate. **Branch 6 - Dialogue and Encounter** **Aim -** The children will listen to a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day on June 29th.) They will also explore people's faith in our community and why it is important to them.
UTW - communities	**My school** **Enquiry question – Where is my school and what is it like?** **Linked texts:** Rosie's Walk by Pat Hutchins In every house on every street by Jess Hitchman Know the name of their school Know how to draw a simple map of school Know where significant places are in school Know that school is next to the church. **Field work**: Explore school grounds & church	**Where I live** **Enquiry question – What is like in my local area?** **Linked texts:** Martha Maps it out by Know they live in Ribbleton/Fulwood Know their own street address Know different types of houses and homes Know where the post office local to school is Name places close to where they live. **Fieldwork:** Local area walk – Visit to the local post office to post their letters.	**Safari** **Enquiry question – What would it be like on a safari in Kenya?** **Linked texts:** Welcome by Barroux Handa's surprise & The Lion Hunt Name animals you would see on a safari Describe the weather in Kenya Know that Kenya is in Africa Know what the land is dry & hot Compare to where we live **Field work**: Visit the Farm/Zoo
Expressive art and design **(Art)**	**Drawing: Marvellous marks** **Enquiry question:** **What tools can be used when drawing a self-portrait?**	**Sculpture & 3D: Creation station** **Enquiry question:** **How is a clay sculpture made?** **Artist:** Julie Wilson	**Painting & mixed media: Paint my world** **Enquiry question:** **How can paint and mixed media be used to create artwork?**

	Artist: Vincent Van Gogh		**Artist:** Megan Coyle
Expressive art and design **(DT)**	**Textiles: Puppets** **Scenario**: We want to act out the story of 'The Gingerbread Man. You have been asked to sew a puppet. **Enquiry question:** **How can a puppet be made?**	**Structures: Junk modelling houses** **Scenario**: We have been learning all about the 3 pigs houses. Can you build a model of your home? **Enquiry question:** **How can models be made from junk?**	**Cooking & nutrition - Seasonal project: Rainbow salad** **Scenario**: The school kitchen need some ideas for a new healthy lunch. You have been asked to design and make a healthy salad. **Enquiry question:** **Why is it important to eat healthy foods?**
EAD – Being creative & Expressive **Music -**Charanga Creative Music	**Chant to the animals** *Explore and learn chants that tell a story. *Know that a chant uses speaking voices musically. **Marching Band & Piccolo March** *The children will create and perform patterns and actions to help communicate the message of the songs. *Nativity Performance	**Lilting Lullaby** *Pitch match with accuracy when singing. *Feel the lilt of a 2–3 pattern of beats in music with five beats. **Number Time** *Sing with expression. *Hear, draw and sing melody shapes.	**Wellbeing Matters** *Learn to explore and share emotions. *Follow a leader to play loudly and quietly. **Rhythm Adventure** *Sing songs rhythmically. *Combine words to compose rhythms.
Computing	**Unplugged Technology-** Using old keyboards in role-play areas, following "human robot" instructions, or sorting objects to practice pattern recognition.	**Information Tech -** Using a mouse or touch screen to navigate simple software, such as Mini Mash or educational games that support literacy and numeracy.	**Digital Content -**Taking photos or videos with a tablet, recording sounds using Talking Tins, or creating digital art on an interactive whiteboard. **Programmable Toys –** Using floor robots or on – screen robots to learn about directions, sequencing and programming.