

Autumn Term																	
Topic:		My home and community								Culture and traditions							
Visit/trip links		Settling into school and exploring the new environment								Gibside Christmas visit							
		Autumn 1								Autumn 2							
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Books:		<i>Peace at Last</i>		<i>The Colour Monster</i>		<i>Goldilocks and the three bears</i>		<i>So Much! (Link to Black History Month)</i>		<i>Diwali- the story of Rama and Sita</i>		<i>The Gingerbread man</i>		<i>The Jolly Christmas Postman</i>		<i>The Christmas Story</i>	
Communication and Language	Listening, attention and Understanding	Carpet and Group Skills		Answer a question directed to them	Understand different emotions	Understand differences between each other	Understand the differences between their families	Listen to a story		Repeat known lines from a story	Following instructions	Listening and responding to a story		Learn rhymes, poems and songs – Christmas Nativity work			
	Speaking	Conversation skills – taking turns		Model talking through the day – Good morning, How are you?	Talk about themselves and how they feel	Share facts about themselves	Use language to compare	Begin to use story telling language		Develop story telling language	Retell a story	Takes part in a discussion		Able to talk about the beginning middle and end of a story	Shares ideas about a story	Uses new and known language in role play	
Personal, Social and emotional development	Self-regulation	Class rules and routines		Recognising own emotions		Recognises themselves as an individual	Recognises others as an individual	Recognising right from wrong		Explain their emotions and why they feel like that		How can we help someone else?		Understand how our actions can make some else feel		Problem solving together	Behaving differently in different situations – church, outdoors, classrooms
	Managing self	Becoming confident when things are new		Being me in my world	Building relationships with others		Working with others	Controlling our own behaviour		Organising myself for play		Organising myself for a teacher lead activity	Understanding the wider school rules and how to follow them	Understanding the wider school rules and helping my peers to follow them		Self confidence	
	Building relationships	Learning the names of peers		Playing with 1 or more peers	Recognising that we are all different	Understand different relationships mam, friend, teacher	Naming peers to play with them	Working with peers of my choice		Sharing resources in play		Sharing resources to complete a task		Working with peers to create a desired outcome of a task		Build relationships with others – Buddies work	Building relationships in the wider school with others
Whole School Personal Development (TBC)		Class/Behaviour and expectations		Personal hygiene	Friendships	Worries	Commando Joe’s Week	Saying sorry	Black History Month	Firework safety	<i>Tolerance of different cultures and religions – Hinduism- Diwali</i>	My family	Friendships	Healthy lifestyle	People who help us	World Mental Health Week	<i>Managing Money – Christmas Fayre</i>
Physical Development	Gross Motor skills	Self-care – toilet and handwashing		Using a knife and fork correctly		Different ways of moving		Parachute and Lycra games		Ball Skills throwing and catching		Climbing and jumping		Wheeled toys for riding and balancing		Pushing and pulling	
	Fine Motor Skills	Pencil Grip			Drawing lines and circles	Beginning to attempt writing		Beginning to write some familiar letters		Handwriting practice using taught sounds		Beginning to write cvc words with adult support		Drawing recognisable pictures		Letter strings for writing	
Literacy	Comprehension	Showing an interest in stories		Having a favourite story	Understanding that print has meaning		Name parts of the books		Sequence a familiar story	Blend sounds into words for reading		Making story maps		Sequencing using story pictures, words, phrases from the story		Retell stories through role play and acting	
	Word Reading	Unit 1 CVC (a, i, m, s, t)				Unit 2 CVC (n, o, p)		Unit 3 CVC (b, c, g, h)		Unit 4 CVC (d, e, f, h)		Unit 5 CVC (k, l, r u)		Unit 6 CVC (j, w, z)		Unit 7 CVC (x, y, ff, ll, ss, zz)	
	Writing	Name writing		Giving meaning to marks they make				Writing some known sounds to label		Story sequencing		Labels and captions – filling in known sounds, thinking of their own captions – write a CVC word		Wiring Christmas cards		Write a simple sentence	Dictation
Maths (Mastering Number)	Number	Counting rhymes and songs		Counting out objects up to 10		Recognising numbers 1, 2, 3	Making numbers 1, 2, 3	Subitising with 1, 2, 3	1 more and 1 less with 1, 2, 3	Making numbers up to 6	1 more and 1 less within 6		Compare numbers within 6 <>	Addition within 6	Subtraction within 6	Estimate order and compare objects	
	Numerical Pattern	Copy and extend colour patterns			2d shapes		Recognising numbers 1, 2, 3 in the environment	Order numbers 1, 2, 3		Recap ordering numbers 1, 2, 3	Recognise and order numbers up to 6	Months of the Year		Sequencing daily events		Days of the Week	
Understanding the world	Past and present	Talk about how they used to be little and now they are big – link to the timeline – talk about their parents/carers being little.			Talk about when they have spent time with people who are special to them.		Talk about places they have visited with their family. How do we celebrate special events eg. Birthdays.		Look at the similarities and differences in the homes (here and India).		Explore months and seasons- discuss changes from Autumn to Winter		Compare how times have changed using the book – letters – emails – riding a bike etc. What did our homes look like in the past?		Talk about Christmas in the past / look at photos and discuss changes / Jesus was born at Christmas.		
	People, cultures and communities	Thinking about themselves and their place in the world. Our school environment. Where do we work and pray?		Understanding the differences between themselves and others. Making new friends. Learning the names of key people in school		Identify people in their family and talk about them	Explorer extended family – who doesn’t live in your house?	Recognise people from the community	Understand differences in families	Share stories from around the world and other cultures- Diwali		Look at traditions – talk about the tradition of making Gingerbread at Christmas		Looking at different worlds in the Jolly Postman story- what different settings do the different characters live in?			

	The natural world	Navigating around the outdoor area and the new school environment		Beginning to show care for the outdoor area		Explore where the /bears house is. What animals live there?	Looking at the community we live in and celebrating differences- links to Black History Month			Identifying where the stories from around the world come from on maps and globes – what is it like there? Compare to England.		Investigating the natural world and how it changes with the seasons		Drawing information from maps		Creating wreaths using natural materials	
Expressive arts and design	Creating with materials	Painting self portraits	Colour mixing	Painting emotions monsters	Family portraits	Building homes in the building area		Collaging houses and homes		Making diva lanterns and rangoli patterns with collage materials / chalks.		Making Stick men		Making Gingerbread men		Christmas crafts – cards, baubles, wreaths	
	Being imaginative and expressive	Developing storylines in their play		Sharing our talents	Role playing and acting out traditional tale of the half term		Discussing feelings of characters from story –where do you think the family might go next?			Role playing events from the story.		Moving to music – Hindu associated with Diwali celebrations	Performing songs, rhymes, poems and performances for Christmas		Role Playing the Nativity		
Religious Education		Creation and Covenant								Prophecy and Promise							

Spring Term														
Topic:		Habitats (hot and cold climates)								Life cycles				

Visit/trip links		Lunar New Year						Preston Park Butterfly world							
		Spring 1						Spring 2							
		1	2	3	4	5	6	1	2	3	4	5			
Books:		<i>Polar Bear, Polar Bear</i>		<i>The Gruffalo’s child</i>		<i>The Great Race (Lunar New Year)</i>		<i>The Very Hungry Caterpillar</i>		<i>Jaspers Beanstalk</i>		<i>The Proudest Blue (linked to Islam and World Faith Week)</i>			
Communication and Language	Listening, attention and Understanding	Ask how questions	Ask why questions	Use clues from a text to get more detail about a picture						Sustain focus when listening to a story	Understand why listening is important	Listen to instructions and follow them		Predict what is going to happen	Understand the beginning, middle and end of the story
	Speaking	Describe what we see		Tell me why			Answer questions about a story		Talk about an object using descriptive language		Describing events in detail – time connectives		Use new vocabulary in role play and conversation		
Personal, Social and emotional development	Self-regulation	Talk about how we feel coming back to school	Recognise our happy feelings / what makes us feel this way	Identify other emotions e.g. scared, worried	Recognise when we need help		Celebrate our differences		Caring for the wider world and animals, enjoying nature	Talk about how they are feeling about something	Reviewing an activity and how they have overcome a problem		Explain how they have completed an activity and how this makes them feel – proud, happy.	Understanding impulses but not allowing them to take over.	
	Managing self	Identify own behaviour	Modify our own behaviour	Think about how we affect others around us and act on this	Manage disagreements and solve problems with peers				Staying calm when feeling frustrated using taught strategies.		Solving a problem for themselves	Finding the resources we need for a task	Waiting to take turns in a game or conversation		
	Building relationships	Working with friends both following and leading play when required. Communicating and interacting with peers.			Solving conflicts		Working together to achieve a joint desired outcome		Working together to look after the outdoor area, teamwork skills	Understanding the relationships we have with each other	Talking about our relationships and how other people make us feel		Ensuring fairness for everyone	Taking turns and sharing with all	
Whole School Personal Development (TBC)		<i>EYFS, Module 1, Unit 1</i>	<i>EYFS, Module 2, Unit 1</i>	<i>EYFS, Module 2, Unit 2</i>	<i>EYFS, Module 2, Unit 3</i>	<i>EYFS, Module 2, Unit 4 Session 1</i>	<i>EYFS, Module 2, Unit 4 Session 2</i>	<i>EYFS, Module 2, Unit 4 Session 3</i>	<i>EYFS, Module 2, Unit 4 Session 4</i>	<i>Bereavement</i>	<i>Making good choices</i>	<i>Aspirations</i>	<i>Commando Joe’s week</i>		
Physical Development	Gross Motor skills	Ball skills – pushing, throwing, kicking, catching, dribbling, aiming			Moving with increased confidence and control around areas		Racing games		Bikeability sessions						
	Fine Motor Skills	Continuing with letter formation. Confidently working with malleable materials	Using tools with malleable materials	Holding and using small objects in play	Fastening buttons		Forming letter strings using come CVC words to convey meaning		Comfortable writing grip	forming mostly recognisable letters					
Literacy	Comprehension	Reading simple phrases and common exception words			Altering known stories to make their own			Gathering information from a book		Use vocabulary and speech influenced by books		Gather information from text – seed packets - instructions		Develop own narratives and explain connecting their ideas	
	Word Reading	Unit 8 VCC, CVCC			Unit 9 CCVC			Unit 10 CCVCC, CVCCC and CCCVC			Unit 11 (sh, ch, th, ck, wh, ng, qu)				
	Writing	Using known sounds in a sentence structure		Changing a character in a story			Answering questions using a sentence		Story sequencing with sentence writing		Writing instructions for planting beans		Invitation writing		
Maths Mastering Number	Number	Represent explore and count numbers to 10		Addition within 10 counting on		Subtraction within 10 counting back		Greater than and less than <>		halving	doubling	Sharing into equal groups		Addition with 20	Subtraction within 20
	Numerical Pattern	Recognising and ordering numbers to 10 – number bonds to 10						Recognising number to 20		Ordering numbers to 20		Number patterns – counting past 20 – 100 squares looking at the patterns of numbers			
Understanding the world	Past and present	Look at igloos and explore how life has changed for the Inuit’s		The way stories have evolved over time from spoken word, written, radio, film. Compare The Gruffalo's child to Cave baby and look at story telling through the cave art.			Placing events in chronological order from a story- ordinal numbers		The life cycle of a butterfly	Other life cycles – frogs, plants	Sequencing the story using time connectives		Comparing the Tiger Who Came to Tea with homes today		
	People, cultures and communities	Look at the culture of the Inuit people and how they live		Discuss families and extended people who care for us and look after us in the community. Compare homes we live in with caves, Inuit homes and those from other places in the world.			Compare our traditions with Chinese new year traditions						Roles in the community – people in shops, emergency services etc. Discussion of different people with different faiths and backgrounds in community- Islam week		
	The natural world	Travelling to hot and cold climates. Where do penguins live?		Look at and compare different environments/habitats and think about the animals that may live there. Talk about hot and cold places and the animals who live there and how they have adapted. Look at body parts and identify groups / habitats etc.					Life cycles		Growing and planting				
Expressive arts and design	Creating with materials	Designing Igloos and painting pictures of them.	Designing snowflakes	Painting and collaging pictures of animals and different habitats			Chinese writing and lanterns		Symmetrical butterfly painting	Fruit salads and fruit Kebabs	Observational drawings of plants and flowers	Van Gough Sunflowers	Zarah Hussain (Geometric Patterns & Shapes)		

	Being imaginative and expressive	Listen to the music from the story – The Snowman. Talk about the beat and tempo – children move in different ways to it	Role playing and acting out the story using story telling language	Chinese dancing and music		Moving like different animals – butterflies, caterpillars, frogs	Using the puppet theatre retell familiar stories	
Religious Education		Galilee to Jerusalem				Desert to Garden		Islam

	Summer Term							
Topic:		Traditional Tales				Fun at the Seaside!		

Visit/trip links		Library Visit (to look at Traditional tales)								Beach School						
		Summer 1								Summer 2						
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
Books:		<i>Jack and the beanstalk</i>		<i>The Little Red Hen</i>		<i>The Three little pigs</i>		<i>Little Red Riding Hood</i>		<i>Billy’s Bucket</i>		<i>Tiddler</i>		<i>Rosie’s hat</i>		<i>Pirate Pete</i>
Communication and Language	Listening, attention and Understanding	Listen carefully to a story	Relate story to own experiences	Using information from pictures and text		What happened?				Change known stories by action, character or setting	Listen and engage in story telling sessions		Answer questions about a text	To talk about how and why you have completed something		Following instructions
	Speaking	Describe events in detail	Use time connectives	Use new vocabulary to explain what is happening		Talk about what they have learnt				Use story telling language to tell their own stories to their peers	Read books aloud to each other			Use descriptive language to describe an item or picture		Use language and vocabulary associated with pirates
Personal, Social and emotional development	Self-regulation	Show resilience and self-perseverance		Understanding change and how to cope with it		Have confidence to complete own set task				Model positive behaviour			Following rules and routines and being able to talk about why we have them – year 1 transition			
	Managing self	Looking after ourselves and our things	Independently tidy up when finishing an activity	Thinking about our dreams and goals what would we like to do when we are older?		Discuss why we take turns				Look how far I have come	Understanding the idea of change – preparing for year 1			Being confident in who I am		Independently solving problems – washing hands when dirty
	Building relationships	Looking after others	Understanding how others are feeling in different situations	Looking after our world	Explaining thoughts and ideas in play with peers	Listening to others' thoughts and ideas				Following the wishes of others		Building relationships with new people – year 1 staff		Verbalising relationships – you are kind because		Working together
Whole School Personal Development		<i>Democracy</i>	<i>Rule of Law</i>	<i>Tolerances and differences</i>	<i>Mutual Respect</i>	<i>Individual Liberty</i>				<i>EYFS, Module 3, Unit 1, session 1</i>	<i>Aspirations</i>	<i>EYFS, Module 3, Unit 1, session 2</i>	<i>EYFS, Module 3, Unit 2, Session 1</i>	<i>Healthy Lifestyle Commando Joe’s Week</i>	<i>Water Safety</i>	<i>Sun safety</i>
Physical Development	Gross Motor skills	Obstacle activities – encouraging speed and precision			Large building and constructing with skill and reason	Moving to sounds and music				Team games and races – egg and spoon, sack race, obstacle courses			Building sandcastles and forts		Moving to sounds and music	
	Fine Motor Skills	Comfortable writing grip forming recognisable letters														
		Draw pictures of characters and settings including captions and labels	Can explain the main events of a story	Retrieve information from a book and explain it		Use story telling language when acting out a narrative				Respond to a story with relevant comments and questions	Identify fiction and non-fiction books	Listen to stories accurately anticipating key events		Discuss the main events of a story		Able to talk about what they have read confidently.
	Word Reading	Bridging Lesson (/c/ <c, k, ck>, /ch/ <ch, tch>, /w/ <w, wh>)			Skill Consolidation – Segmenting, Blending and Phoneme Manipulation						Skill Consolidation – Segmenting, Blending and Phoneme Manipulation	Introduce unit 1 Extended code				
	Writing	Writing our own short stories just like Clare in the story			Writing a recount		Captions, tickets and maps				Story mapping – writing own stories	Character and setting descriptions		Writing lists and instructions		Treasure maps
Maths	Number	Describe and sort 2d and 3d shapes	Patterns	Measuring comparing lengths, volumes, estimating, ordering		Money				Recognise and extend patterns	One more and one less using known number knowledge	Grouping and sharing		Doubling and halving		Estimating and counting
	Numerical Pattern	Recognising and ordering numbers to 20 – extend number bonds to 20 and recap number bonds to 10								Counting forwards and backwards to 20	Even and odd numbers					
Understanding the world	Past and present	Making bread for The Little Red Hen. Traditional ways of cooking.			Explore how trains have changed over time.				Looking at the shop (linked to shop for Billy’s Bucket) How have shops and our local area changed over time? Seaside photos now and in the past.			The Seaside long ago. What did people wear / activities they participated in. Bathing suits, travel, seaside scenes.		Pirate stories		
	People, cultures and communities	Look at stories about other cultures – compare Handa’s Walk to Clare’s walk		Look at how communities and transport have changed					How can we look after our sea life? – looking after the world. Stewardship.			Beaches around the world				
	The natural world	Compare the natural world in different stories		Look at the natural world in what did the tree see – look at the different places visited in The Great Explorer		Watch a train ride and look at the terrain it passes through				Investigate and explore beach and sea animals					How can pirates live at sea?	
	Creating with materials	Using clay to create golden harps to paint		Junk modelling		Houses from different materials				Experiment with light and shade adding white and black to colours	Paper plate Jelly fish		Paper plate porthole pictures	Sand art		Making treasure maps

Expressive arts and design	Being imaginative and expressive	Moving to 'harp music' linked to Jack and the beanstalk	Dressing up as characters from the story to re-tell in role play shed	Role playing traditional tales- role-play house outside for the little pigs (sticks, bricks)		Water colour under the sea painting - look at artists	Making musical instruments / music!	Learning sea shanties	Dancing to pirate music. Pirate day.
Religious Education		To the Ends of the Earth				Dialogue and Encounter			