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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic** | Welcome | Let’s Celebrate | Dinosaurs | Up the Beanstalk -  Easter | Minibeasts | Up, Up and Away |
| **Communication**  **And**  **Language** | Understand how to listen carefully.  Follow simple directions.  Talk about My family, My likes and dislikes and some family traditions. | Engage in story time joining in with repeated phrases and actions.  Talk about celebrations that they have experienced.  Listen about new celebrations.  Be excited for Christmas. | Talk about what they know about dinosaurs and other animals.  Learn new vocabulary related to Dinosaurs.  Ask questions to find out more.  Listen to stories about dinosaurs | Learn new vocabulary and engage in conversations.  Re-tell a familiar story. | Listen to stories and engage in extended conversations about them. | Talk about holidays they have been on and what they needed to take with them.  To have conversations with adults. |
| **Personal, Social and Emotional Development** | Explore new environment.  Learn rules and routines. Play alongside others.  Learn to share and take turns with support.  Seek support of adults when needed.  Wash hand independently | Become interested in others play  Become aware that own actions can hurt others.  Talk about how they are feeling.  Put own coat on independently. | Begin to form friendships.  Initiate conversations.  Play with others and demonstrate friendly behaviour.  Express preferences.  Manage own behaviour.  Begin to show resilience and perseverance in the face of a challenge. | Know the meaning of right and wrong.  Take responsibility and moderate their own feelings socially and emotionally.  Learn about healthy foods- picnic for Grandma, healthy breakfast- Goldilocks. | Take turns and share without support.  Be patient.  Talk positively about self  Learn about people who can help us.  Identify and name healthy food. | Resolve conflict through compromise and negotiation.  Adjust behaviour to the situation.  Show a ‘can do’ attitude. |
| **Physical**  **Development** | Playground Games  Run and stop.  Move safely in a space.  Change direction.  Explore different ways of travelling.  Stop safely.  Follow rules.  Begin to hold a pencil.  Mark make using different shapes.  Make snips with scissors. | Dance  Copy a partner and follow a path.  Explore movement with increasing control and coordination.  Begin to use anticlockwise movement and retrace vertical lines.  Begin to use a tripod grip when using mark making tools | Gymnastics  Explore traveling around over and through apparatus.  Jump and land safely from a height.  Use a tripod grip when using mark making tools.  Thread smaller beads.  Be taught letters using the correct formation. | Invasion Games  Develop accuracy when throwing to a target.  Dribble using feet.  Kick a ball to a target.  Hold and use scissors correctly. | Striking and fielding games  Begin to follow instructions and move safely when playing games.  Explore striking a ball.  Play against an opponent.  Become more consistent with control of letter formation.  Develop more accurate drawing skills. | Athletics  Take part in team games.  Run  Move with control and coordination negotiating obstacles.  Hold scissors and cut out large shapes. |
| **Literacy** | Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  Repeat words and phrases from familiar stories.  Ask questions about the book.  Make comments and shares their own ideas.  Develop play around favourite stories using props.  Engage in extended conversations about stories, learning new vocabulary.  Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Make marks on their picture to stand for their name  (Birth to Three)  Begin Read Write Inc- Become familiar with picture cards then 1 letter sound per week.  Introduce Jane Considine literacy scheme | | Engage in extended conversations about stories, learning new vocabulary.  Develop phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word.  Understand some of the five key concepts about print:  • print has meaning  • the names of the different parts of a book  • page sequencing  Write some letters accurately.  Continue Read Write Inc- 1 letter sound per week.  Write some or all their name.  Follow Jane Considine literacy scheme. | | Engage in extended conversations about stories, learning new vocabulary.  Understand some of the five key concepts about print:  • print can have different purposes  • we read English text from left to right and from top to bottom    Recognise words with the same initial sound, such as money and mother  Continue Read Write Inc- 1 letter sound per week  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Follow Jane Considine literacy scheme. | |
| **Mathematics** | Recite numbers past 5.  Recognising numbers to 5  Say or sing Number rhymes.  Develop spatial awareness and vocabulary such as next to, under, on top, behind.  Identify groups with the same number. | 1:1 counting skills  Say one number for each item in order: 1,2,3,4,5.  Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | Identify patterns.  Copy and continue an AB pattern.  Identify groups with the same number.  Use time to sequence events- seasons, months, order the days of the week. | Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’).  Measure height using cubes. | Composing numbers- what do I see and how do I see. Knowing that larger numbers are made up of smaller numbers.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Copy and create an AB pattern. | Compare quantities using language: ‘more than’, ‘fewer than’  Make comparisons between objects relating to size, length, weight and capacity.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| **Understanding the World.** | Who is in my family? Describe people who are familiar.  What do I look like?  What I like and don’t like.  Who helps me at home.  Who helps me in school.  How do we help others in our community. | Talk about their experiences and memories of different celebrations.  Bonfire night and the excitement of fireworks. Firework safety.  Remembrance Day.  Diwali.  Christmas. | Looking for signs of Winter.  Different weather types.  Describe what you see hear and feel whilst outside.  Recognise things that happened a long time ago e.g. dinosaurs.  Classifying animals by size, food, appearance eg 4 legs, 2 legs.  Comparing pets and dinosaurs. | Explore the natural world around them. recognise some environments differ- through fairy tales- forest, seaside, towns.  Looking at other cultures-  To look for signs of spring.  Draw a simple route on a map. | Life cycles key features.  Classifying minibeasts.  What do minibeasts need to live/grow. Humans and growing.  Name some minibeast such as caterpillar, butterfly, ladybird and worm. | Different countries and cultures. Recognise some similarities and differences in this county and others.  What do I need to take on a trip? Where do I live?  Draw a simple map.  Floating and sinking. |
| **Expressive Arts & Design** | Printing/Pattern  Awareness and discussion of patterns.  Print with block colours  Print with pre-made stamps and found objects.  Explore using different materials to express ideas and feelings.  Self- portraits.  Join in and sing some Nursery Rhymes | Jackson Pollock fireworks.  Experimenting with and using primary colours .  Use a range of tools to make coloured marks on paper  Firework night crafts.  Christmas crafts.  Learn and perform songs in our Christmas Celebration. | Fossils.  Handling, feeling, enjoying and manipulating materials.  Explore using different materials to express ideas and feelings.  Explore musical patterns using body percussion.  Crafts and cooking for a Dino party celebration. | Traditional tale painting/collage.  Explore colour mixing.  Exploring patterns and textures.  Texture collages.  Easter cards, Easter cooking. | Yayoi Kusama Minibeasts-spotty ladybird artwork. Colour mixing.  Create Observational drawings. | Transport models.  Constructing.  Using junk to make their own designs.  Handling, feeling, enjoying and manipulating materials.  Postcards,  Play instruments with control to express their feelings.  . |
| **R.E.**  **Come and See**  **RSE** | MYSELF  \*That God knows and loves us: we are precious to God.  \*That God has called us by name. \*That prayer is talking and listening to God. \*That it is possible to pray at any time. \*Introduction to a litany.  \*Some scripture from Isaiah and a Psalm  RSE: Module 1  Unit 1  Religious Understanding  Unit 2  Me, My Body, My Health | JUDAISM  \* Learn that all religions celebrate special days.  \* Hear about Hanukkah: the story of the oil lamp in the temple.  \*Learn about the significance of the Menorah Candlestick  BAPTISM  \*To know and understand ‘What it is to welcome and be welcomed’  \* To know and understand Baptism: a welcome to God’s family.    ADVENT/CHRISTMAS \*What people do during Advent.  \*That advent is a time for getting ready for Christmas.  \* means of preparing: advent calendar, advent wreath.  \*advent – a special season of longing and waiting for Jesus’ birth at Christmas.  \*The Nativity story.  RSE:  Unit 3  Emotional Well-Being  Unit 4  Life Cycles | CELEBRATING That the Parish community gathers to celebrate such occasions as Baptisms, Christmas, weddings.  \*To explore the inside of the parish church.  \*Learn about various ministries undertaken by the parish community. \*Hear the story of the Presentation. CHURCH VISIT  GATHERING:  That the parish family gathers for Mass.  \*learn about entering the church: the holy water font, the aisle and the benches where the people gather.  \*learn the ministries of welcoming and of serving at Mass.  \*hear the scripture of Jesus gathering the children to speak to them (mark 10). \* Learn about parts of the Mass - gathering - welcome - listening to God’s Word - receiving Jesus in Holy Communion.  RSE: Module 2  Unit 1  Religious Understanding  Unit 2  Personal Relationships | GROWING  \*Ash Wednesday marks the beginning of Lent. \*Lent is a time to grow in love to be more like Jesus and to look forward to Easter.  \*Jesus who is the example we follow in goodness, love, care and helpfulness ·  \*Lent is a time for prayer, fasting and almsgiving.  \*Jesus died on Good Friday. · \*Jesus rose from the dead at Easter.  \*Easter is the church’s celebration of Jesus’ new life.  RSE:  Unit 3  Life Online  Unit 4  Keeping Safe | GOOD NEWS:  \*Jesus rose from the dead at Easter.  \*that ‘Alleluia’, is a word to praise God.  \* Jesus sends the Holy Spirit.  \*hear about the coming of the Holy Spirit at Pentecost.  \*that Pentecost was the beginning of the Church.  \*to share the Good News that Jesus is alive.  RSE: Unit 3  Unit 1  Religious Understanding  Unit 2  Living in the Wider World | FRIENDS:  \*Learn about Jesus’ relationship with his disciples. \* Learn about talking to Jesus as a friend.  \*That God is kind, understanding, loving and gentle, always ready to forgive and never changes.  \*Learn about changing, saying sorry and being forgiven.  \*Learn about forgiving others.    Islam: · Learn that all religions have precious objects.  \*talk about the prayer mat and how it is used. |