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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 and why listening is important.  Learn new vocabulary.  Talk about My family, My likes and dislikes and some family traditions | Use new vocabulary through the day. Develop social phrases.  Engage in story times.  Learn rhymes, poems and songs.  Talk about new celebrations.  Begin to understand and respond to how and why questions. | Use new vocabulary in different contexts.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Learn new vocabulary related to Dinosaurs. | Describe events in some detail.  Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about stories to build familiarity and understanding.  To follow a story without pictures or props. | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Engage in non-fiction books.  Connect one idea or action to another using a range of connectives.  Understand questions such as who, what, where, why and how. | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. |
| **Personal, Social and Emotional Development** | See themselves as a valuable individual.  Manage their own needs sometimes with support from an adult.  - Personal hygiene  To explore different areas within the Year R environment. | Build constructive and respectful relationships.  Begin to consider the feelings of others.  Adapt behaviour to a range of situations. | Know and talk about the different factors that support their overall health and wellbeing:  - regular physical activity  - healthy eating  - toothbrushing  - sensible amounts of ‘screen time’  - having a good sleep routine  - being a safe pedestrian | Identify and moderate their own feelings socially and emotionally. | Think about the perspectives of others.  Manage their own basic needs independently. | Show resilience and perseverance in the face of challenge.  Understand the importance of healthy food choices. |
| **Physical**  **Development** | Playground Games  Follow a path and take turns.  Hold a fork and spoon correctly.  Hold scissors correctly and make snips in paper. | Dance  Work cooperatively with a partner.  Move with control and coordination, expressing ideas through movement.  Write taught letters using correct formation. | Gymnastics  Explore different ways of traveling around, through and over apparatus.  Use small pegs.  Thread small beads. | Invasion Games  Kick a ball to a target.  Learn to play against an opponent.  Write taught letters using correct formation and control the size of letters. | Striking and fielding games  Play by the rules and develop coordination.  Paint using thinner paintbrushes. | Athletics  Move with control and coordination negotiating obstacles.  Create drawings in detail.  Eat independently using a knife, fork and spoon. |
| **Literacy** | Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Introduce Jane Considine Literacy programme. | | Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s. Read a few common exception words matched to the RWI phonics programme. Read some letter groups that each represent one sound and say sounds for them. | | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense. | |
| Mathematics-White Rose maths scheme. | Autumn Term topics:   * Getting to Know You * Just Like Me! * It’s Me 123! * Light & Dark | | Spring Term topics:   * Alive in 5! * Growing 6,7,8 * Building 9 and 10 * Consolidation | | Summer Term topics:   * To 20 and Beyond * First, Then, Now * Find my Pattern * On The Move | |
| **Understanding the World.** | Name and describe people who are familiar to them.  Recognise family structures and talk about who is in their family.  Identify similarities and differences between themselves and peers. | Understand the effect of changing seasons on the natural world around them.  Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. | Look for signs of Winter.  Different weather types. Describe what you hear, see and feel whilst outside.  Classifying animals in a range of ways. Comparing familiar animals with Dinosaurs.  Recognise things that happened a long time ago eg Dinosaurs. | Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map. E.g. story map | Life cycles key features.  Explore the natural world around them.  Comment on images of familiar situations in the past. E.g. growing plants, baby pictures or caterpillar life cycle.  Classifying minibeasts.  Minibeast habitats. | Different countries and cultures.  Recognise some similarities and differences in this country and others.  Comment on images of familiar situations in the past. Draw information from a simple map.  Floating and sinking. |
| **Expressive Arts & Design** | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Develop storylines in their pretend play.  Self portraits | Listen attentively, move to and talk about music, expressing their feelings and responses  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Christmas crafts and Nativity  Learn and perform songs in our Christmas Play | Explore and engage in music making and dance, performing solo or in groups.  Fossil handling, feeling, enjoying and manipulating materials.  Use some cooking techniques such as cutting, spreading and mixing. | Create collaboratively, sharing ideas, resources and skills.  Fairy-tale crafts  Traditional tale painting / collage.  Make props for role play. | Watch and talk about dance and performance art, expressing their feelings and responses.  Yayoi Kusama.  Create observational drawings.  Colour mixing  Plants/lifecycle theme artwork. E.g. butterfly prints | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Transport models. Constructing their own designs. Talk about the process and evaluate their work. Play instruments.  Invent their own narratives , making costumes and resources. |
| **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. |