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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | Settling into School  Family  Autumn | What makes me ME?  Bonfire Night  Winter - Coldest places on earth  Christmas | When I Grow Up, I Want to Be…  Pancake Day  Chinese New Year | Animals/Life Cycles  Kings and Queens  Easter | Space  Our Environment | Transport  Summer |
| **Parent Partnership** | Starting School Meetings.  Stay and Play Session  Weekly Newsletters shared throughout the year | Parent Consultations  Written Report  Art Gallery  Christmas Nativity.  Christmas Craft Stay and Play | Forest school Stay and Play | Mothering Sunday Afternoon Tea  Parent Consultations | Stay and Play | Year R Act of Worship  Teddy Bears Picnic  Written Report |
| **Personal, Social and Emotional** | See themselves as an individual  Build Constructive and respectful relationships  Express their feelings and consider the feelings of others | | Show resilience and perseverance in the face of challenge  Identify and moderate their own feelings socially and emotionally | | Think about the perspective of others  Manage their own needs  Transition to year 1 | |
| **Communication and Language** | Engage in story times.  Understand how to listen carefully and why listening is important. | Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Describe events in some detail.  Engage in non-fiction books. | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Listen to and talk about stories to build up familiarity and understanding. | Engage in non-fiction books.  Listens to and talk about selected non-fiction to develop a deep fam with new knowledge and vocabulary. | Uses talk to work out problems and organise thinking and activities explain how things work and why they might happen.  Engage in non-fiction books. | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words |
| Learn new vocabulary Learn rhymes, poems and songs Uses new vocabulary in different contexts  Learn new vocabulary throughout the day Listen carefully to rhymes and songs, paying attention to how they sound. | | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Physical Development** | Further develop the skills they need to manage the school day successfully, lining up, mealtimes, personal hygiene | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Know and talk about different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, screen time, good sleep routine and being a safe pedestrian | Combine different movements with easy and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | Progress towards a more fluent style of moving, with developing control and grace.  Develop the foundations of a handwriting style which is fast, accurate and efficient |
| Develop overall body strength, balance, co-ordination and agility  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | | | | | |
| **Physical Education** | Gymnastics | Dance | Body Management | Speed Agility Travel | Manipulation and coordination | Cooperate and solve problems |
| **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. | Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the schools programme | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.    Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s. | Write short sentences with word with known letter-sound correspondences using a capital letter and a full stop.  Reread what they have written to check it makes sense. |
| **Floppy’s Phonics Scheme** | s, a, t, p, i, n, m, d, g, o, c, k | -ck, e, u, r, h, b, f, ff, l, ll, le, ss | j, v, w, x, y, z, zz, qu, ch, sh | th, ng, dge, ve, wh, cks, tch, ng, nk, | ai, ee, igh, oa, short and long oo, ar, or, ur, ow | oi, ear, air, -er, -ue, ure, ture |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Talk for Writing Stories** | What is your favourite story? | Brown Bear, Brown Bear by Bill Martin/Eric Carle | The Gingerbread Man  Traditional Tale | The Hungry Caterpillar by Eric Carle | The Little Red Hen  Traditional Tale | The Train Ride by June Crebbin |
| **Mathematics** | Matching, sorting, comparing,  Numbers 1, 2, 3, 4 5  Counts objects, actions and sounds | 2D Shapes  Numbers 0 – 5, 6 and 7  Compare weight  Link the number symbol (numeral) with its cardinal number value | Numbers 0 – 7, 8 and 9  Addition  Compare numbers  Compare length  Understand the ‘one more than/one less than’ relationship between consecutive numbers | Time  3D Shapes  Subtraction  Number 10  Explore the composition of numbers to 10.  Count beyond 10 | Automatically recall number bonds for numbers – 10  Continue, copy and create repeating patterns  Subitise  Addition/Subtraction | Explore capacity  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes that children recognise a shape can have other shapes within it, just as numbers can.  Teen Numbers |
| **Understanding the World** | Talk about members of their immediate family and community  Name and describe people who are familiar to them | Recognise some environments that are different to the one in which they live.  Recognise some similarities and differences between life in this country and life in other countries. | Recognise that people have different beliefs and celebrate special times in different ways. | Compare and contrast characters from stories, including figures from the past. | Draw information from a simple map  Understand that some places are special to members of their community. | Comment on images of familiar situations in the past |
| **Forest School** | Explore the natural world around them  Describe what they can see, hear and feel whilst outside  Understand the effect of the changing seasons on the natural world around them | | | | | |
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| **Religious Education** | The Creation Story | Why do Christians perform plays at Christmas? | What do Christians believe is special about Jesus and the message he brings? | The Easter Story | What stories are special and why? Old Testament Stories | What stories are told by and about people of different faiths and beliefs? |
| **Geography, History and Computing Learning Questions** | Computing – How do we use technology safely?  History – My Past, Present and Future  Geography – Maps of the Classroom | Computing – How do we use technology in our everyday life?  Geography – Coldest Places | Computing – How do I use a computer? | Computing - How do I use computer software?  History - Kings and Queens | Computing – How can technology be used to give instructions?  Geography – Our Environment | Computing – Continued question from term 5  History – Transport Past and Present |
| **Expressive Arts and Design** | Develop storylines in their pretend play. | Sing in a group or on their own, increasingly matching the pitch and following the melody.  Watch and talk about dance and performance art, expressing their feelings and responses | Explore and engage in music making and dance, performing solo or in groups. | Create collaboratively, sharing ideas, resources and skills. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Return and build on their previous learning, refining ideas and developing their ability to represent them. |
|  | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | | | |