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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Lead Texts**  ***Need to purchase*** | **The Colour Monster**  **We Are Family**  **If all the World Were…** | **Tree: Seasons Come, Seasons Go**  **Poles Apart**  **Lost and Found** | **Emma Jane’s Aeroplane**  **The Great Race**  **Same, Same but Different** | **The Gruffalo**  **The Worm Diary**  **The Hungry Caterpillar** | **Somebody Swallowed Stanley**  **Tidy**  **Katie and the Starry Night** | **The Queen’s Knickers**  **You Can’t take an Elephant on the Bus**  **A Walk in London** |
| **Other texts to prompt exploration and deeper understanding** | **Starting School**  **Pete the Cat**  **Elmer**  **Harry and the Dinosaurs go to School**  **First day at Bug School**  **The Colours of History**  **The Mixed-up Chameleon**  **Mixed: an inspiring story about Colour**  **The Smeds and the Smoos**  **God’s Very Colourful Creation**  **Celebrate the World: Diwali**  **Piet Mondrian: Masterpieces of Art** | **Here Comes Jack Frost**  **The Snowy Day**  **The Last Christmas Tree Say Hello to the Artic Animals**  **North Pole/South Pole: From Pole to Pole**  **The Nativity: The Story of Baby Jesus** | **Rainforest Facts**  **The Bear in the Balloon**  **Planes**  **Rainforests texts**  **The Great Ataok Tree**  **Paddington (Peru)** | **Yucky Worms**  **Bumblebear**  **Plants**  **It starts as a seed…**  **Great Women (Women’s Day)** | **Tidy**  **Dear Earth**  **Last Tree in the City**  **Van Gogh book**  **What a Waste** | **Zog**  **The Train Journey**  **The Hundred Decker Bus**  **Tiny the Cycling Fox**  **Things that Go**  **This is London** |
| **Possible exploration of topics through texts required to align with school curriculum** | **Settling into School: Our setting and community (Geography)**  **What makes me me? My past, present and future (History)**  **Colour: naming, recognising and using primary colours to mix paints (EA+D)**  **Black History Month: focus tbc**  **Light (Diwali)** | **Seasons: Autumn and Winter**  **Coldest places on earth – North Pole and South Pole (Geography)**  **Nativity and the Christmas story (History/RE)**  **Printing with different materials (EA+D)**  **Investigating materials: hot/cold insulation** | **Different Countries: similarities and differences (Geography)**  **Sculpting and modelling: Peruvian clay masks, and structures (monuments/ landmarks)**  **(EA+D)**  **Chinese New Year: craft and art** **(EA+D)** | **Journeys**  **Seasons: Spring**  **Growth: plants, animals and habitats**  **Life Cycles**  **Animal classification** | **Environment: how litter impacts the world around us (Geography)**  **Sun, Earth and Space**  **Van Gogh**  **Painting and printing**  **‘A Starry Night’**  **(EA+D)**  **Seasons: Summer** | **The role of Kings and Queens/the Prime Minister (History)**  **Painting portraits, sculpting busts (EA+D)**  **UK Geography: London**  **Transport past and present**  **Floating boats/moving wheels** |
| **Knowledge Goals required to align with school curriculum** | To identify and use different areas of the classroom effectively  To know daily routines of the class and school  To identify areas of the school (and use a map of the school)  To identify features in the local community (e.g. church, shop, village hall, rec, doctors, farmers market)  To explore primary colours and be able to name them.  To use appropriate vocabulary to identify light and dark versions of the same colour (tone).  To identify primary colours used in famous artwork.  To recognise the work of Mondrian.  To mix primary colours to create secondary colours  To understand the importance of Black History month.  To know about some key figures in Black History.  To discuss family members and be able to form a simple family tree.  To be able to identify events that happened/will happen in their lives in the past, present and future. | To know some signs of a cold place.  To be able to recognise frost and ice and talk about what this means  To talk about the differences and similarities between where we live and The North/South Pole.  To name some animals that live in cold places and talk about their habitat/biome.  To express opinion and share facts about a favourite animal.  To name some signs of Winter in the UK.  To know what we have to wear in Winter to keep warm | To know that different people celebrate different traditions such as Chinese New Year.  To know that different countries have different climates  To identify China on the map and recognise the Chinese/New Year flags?  To know that the number 8/red are considered lucky and discuss how other cultures use symbols and customs  To identify international cities and landmarks (e.g. Great Wall, Eiffel Tower)  To discuss similarities and differences between different countries |  |  | To know that England has had kings and queens for many years.  To know that Queen Elizabeth II is our current queen and she lives in Buckingham Palace.  To be able to describe the symbols of monarchy (throne, crown etc)  To know that the PM makes decisions for the country (eg how to spend money) with other members of Parliament.  To understand that the people in England voted for the PM and that he lives at 10 Downing St. |
| **Special events/days** | Black History Month (October 2023)  Diwali (Monday 24th October 2023) | Guy Fawkes Night (5th November 2023)  Nativity (Thursday 8th December 2023, 2pm at church)  Christmas (term ends 16th December) | Chinese New Year (22nd January 2023)  Safer Internet Day (Tuesday 14th February) | World Book Day (Thursday 2nd March 2023)  International Women’s Day (8th March 2023)  Easter (Sunday 9th April 2023 – term ends 31st March 2023) | Times Tables Week (tbc)  Litter picking event (to be organised)  Ramadan (22nd March-21st April 2023)  International Space Day (12th April 2023) | World Environment Day (5th June 2023)  Queen’s birthday (10th June 2023)  Possible trip: London? |
| **Other curriculum areas required to align with school curriculum** | The Creation Story (RE)  Nativity Songs (Music)  Gymnastics (PE)  Internet Safety (Computing) | Why do Christians perform plays at Christmas? (RE)  Nativity Songs (Music)  Dance (PE) | What do Christians believe is special about Jesus and the message he brings? (RE)  In the Groove (Music)  Technology Around Us: Internet Safety revisit and using hardware  (Computing)  Body Management (PE) | The Easter Story (RE)  In the Groove (Music)  Speed Agility Travel (PE) | What stories are special and why? Old Testament Stories (RE)  Round and Round (Music)  Using software and Dance Mat Typing (Computing)  Manipulation and coordination/Sports Day preparation (PE) | What stories are told by and about people of different faiths and beliefs? (RE)  Round and Round (Music)  Beebots (early programming) and Dance Mat Typing (Computing)  Cooperate and solve problems (PE) |
| **Parent Partnership** | *New Parent Meetings.*  *Weekly Tapestry Newsletters* | *Parent Consultations*  *Christmas Nativity*  *Weekly Tapestry Newsletters* | *Weekly Tapestry Newsletters* | *Parent Consultations*  *Weekly Tapestry Newsletters* | *Stay and Play*  *Weekly Tapestry Newsletters* | *Written Report*  *Weekly Tapestry Newsletters* |
| **Personal, Social and Emotional** | Show an interest in school.  Begin to learn the routines and rules of the school day.  Forming good relationships and including others in play i.e. sharing.  Selecting own resources.  Communicating with peers and listening. | Explains their own knowledge and asks questions.  Takes on responsibility.  Confident in different social situations.  Aware of others feelings.  To have independence when arranging self. | Finds compromise with peers.  Confident to speak about their own needs/opinions.  Understands their actions on others. | Taking turns.  Expressing preference of activity with reasoning.  Knows that some behaviour is unacceptable. | Include others ideas in their activity.  Can say when they need or don’t need help.  Adjust their behaviour to different situations and can adapt with a new routine.  Show a high level of involvement. | Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.  Supporting transition to year 1. |
| **Physical Development** | Moves freely using suitable spaces and speed.  Draws lines and circles.  Holding a pen correctly.  Understands their own needs - Hunger/toilet/personal hygiene.  Dresses with support.  Knows equipment needs to be used safely. | Moves freely in a variety of different ways.  Uses scissors and other tools safely.  Show a dominant hand.  Makes anticlockwise movement.  Understands the need for varied and healthy food. | Can stand on one foot.  Can catch a ball.  Can write some letters and copy their name.  Experiments moving in different ways on equipment and jumps landing safely.  Manages own risk assessment.  Can put away equipment correctly. | Demonstrates increasing control over objects.  Used tools to change to materials.  Moving confidently.  Develop good awareness and co-ordination of their whole body.  Uses safety measures without direct supervision.  Know that we can take risks. | Good control and co-ordination in large and small movement.  Understands the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe. | Sports day  Physical activities that are included within this using a variety of equipment. |
| **Communication and Language** | Can show some listening skills.  Follow simple instructions.  Understands the uses of the equipment.  Can talk about what has happened.  To share a variety of books as a class and within small groups. | Listens with more interest and responds to stories with refrains.  Follows 2 step instructions.  Using ‘and’ and ‘because’ in sentences.  Use language to support role play. | Can sit quietly during an activity.  Can listen and then complete an activity.  Understands some humour.  Asking questions.  Uses different tenses.  Extends vocabulary and uses new vocabulary in role play. | Listening attentively in different situations.  Able to follow a story without pictures or props.  Uses intonation.  Links statements in an organised way.  Encourage two challenged attention. | Listens to stories and responds appropriately.  Listens and responds to peers’ ideas.  Listen to more complex instructions.  Able to express themselves being aware of the listener. | Responds appropriately to different situations.  Using tense correctly.  Create their own narrative. |
| **Literacy** | Write name  Give meaning to marks made  Pencil control Understand print carries meaning Show interest in books  Predict story endings  Join in rhyming and rhythmic activities  Introduce phonics. | Aware of the structure of stories.  Recognising some words.  Blending sounds.  Beginning to read simple words.  Hear and say sounds in words.  Introduce shared reading.  Begin home reading books | Write simple labels, captions, messages which can be read by self and others Segment words orally  Represent some sounds correctly and in sequence  Introduce common irregular words | Attempting to write simple sentences using phonics  Read and understand simple sentences in stories and information books using phonic knowledge to decode regular words and read aloud accurately | Demonstrating an understanding of what they have read.  Writing sentences that they and others can read.  Use high frequency words in writing  Decode regular words | Read and understand simple sentences.  To read some common irregular words.  To use phonic knowledge to write words in ways which match their spoken sounds. |
| **Mathematics** | Numbers – Counting and Recognition (subitising) 1– 5  Grouping: identical and non-identical objects | One more and one less  Concept of time (my day) | Introducing zero  Number bonds and composition to 5 and 10 | Comparing groups to 10  Spatial awareness  2D and 3D shapes | Number Patterns  Further adding and taking away  Counting to 20 | Doubling, halving and sharing  Odds and evens  Length, height and distance  Weight and capacity |