|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Lead Texts** | **The Colour Monster**  **We Are Family**  **The Hungry Caterpillar** | **Festivals by Jane Bingham**  **Outcome – Design and label a snowman**  Tree: Seasons Come, Seasons Go  Poles Apart  Lost and Found | **Let's All Creep Through Crocodile Creek by Jonny Lambert**  **Outcome – Create a story map**  Emma Jane’s Aeroplane  The Great Race  Same, Same but Different | **Sunny and the Birds by Wendy Meddour**  **Outcome – Retell/rewrite the story**  If all the World Were…  The Gruffalo  The Worm Diary | **Clem and Crab by Fiona Lumbers**  **Outcome – Retell/rewrite the story**  Somebody Swallowed Stanley  Tidy  Katie and the Starry Night | **The See Saw by Tom Percival**  **Outcome – Retell/rewrite the story**  The Queen’s Knickers  You Can’t take an Elephant on the Bus  A Walk in 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 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** |
| **Special events/days** | Black History Month (October 2024)  Diwali (Friday 1st November) | Guy Fawkes Night (5th November 2024)  Nativity (Dates TBC)  Christmas Celebrations | Chinese New Year (10th February)  Safer Internet Day (Tuesday 11th February) | World Book Day (Thursday 6th March 2025)  International Women’s Day (8th March 2025)  Ramadan (10th March – 9th April)  Easter | Times Tables Week (tbc)  Litter picking event (to be organised)  International Space Day (12th April 2025) | World Environment Day (5th June 2025)  School Trip TBC |
| **Other curriculum areas required to align with school curriculum** | The Creation Story (RE)  Nativity Songs (Music)  Body Management (PE)  Internet Safety (Computing) | Why do Christians perform plays at Christmas? (RE)  Nativity Songs (Music)  Gymnastics (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)  Dance (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** | *Weekly Newsletters*  *Stay and Play/transition sessions*  *Parent Consultations*  *Tapestry* | *Weekly Newsletters*  *Christmas Nativity*  *Tapestry* | *Weekly newsletter*  *Tapestry* | *Weekly newsletter*  *Tapestry*  *Parent Consultations TBC* | *Weekly newsletter*  *Tapestry* | *Weekly newsletter*  *Tapestry* |
| **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. |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **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 0 – 5, ordering and grouping  Compare the properties of objects: big and small | Shape, Space and Measures – 2D Shapes  Addition and Subtraction 0 – 5 | Numbers – Counting and Recognition 0 – 10  Size, Weight and Capacity  Find one more or one less | Addition and Subtraction 0 -10  Shape, Space and Measures – 3D Shapes  Time | Numbers – Counting and Recognition 11 – 20    Money | Doubling, Halving and Sharing  Position and Distance  Addition and Subtraction 11 – 20 |