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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | Settling into SchoolAutumn | What makes me ME?Bonfire NightWinter Wonderland Christmas  | When I Grow Up, I Want to Be…Pancake DayChinese New Year | Animals - Godstone FarmKings and QueensEaster  | Space | Transport |
| **Parent Partnership**  | Starting School Meetings.Stay and Play Session Weekly Newsletters shared throughout the year | Parent ConsultationsWritten ReportArt GalleryChristmas Nativity.Christmas Craft Stay and Play | Forest School Stay and Play | Mothering Sunday Afternoon TeaParent Consultations | Stay and Play  | Year R Act of Worship Teddy Bears PicnicWritten Report |
| **Personal, Social and Emotional** | See themselves as an individualBuild Constructive and respectful relationshipsExpress their feelings and consider the feelings of others | Show resilience and perseverance in the face of challengeIdentify and moderate their own feelings socially and emotionally | Think about the perspective of othersManage 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. |
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| **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 fluencyConfidently 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 | Cooperate and solve problems | Manipulation and coordination | Athletics Sports Day  |
| **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 ManTraditional Tale | The Hungry Caterpillar by Eric Carle | The Little Red HenTraditional Tale | The Train Ride by June Crebbin |
| **Mathematics** | Maths No Problem  |  |  |  |  |  |
| **Understanding the World**  | Talk about members of their immediate family and communityName 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. Draw information from a simple map | Recognise that people have different beliefs and celebrate special times in different ways. | Compare and contrast characters from stories, including figures from the past. Trip to Godstone Farm – Animals | Understand that some places are special to members of their community.  | Comment on images of familiar situations in the past |
| **Geography and History** |  | Coldest Places – Exploring the North and South Poles |  | Roles of Kings and Queens |  |  Past and Present  |
| **Forest School** | Explore the natural world around themDescribe what they can see, hear and feel whilst outsideUnderstand 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? |
| **Computing**  | How do we use technology safely?Who can we go to when there is a problem? | Exploring Hardware | Programming Bee-Bots | All About Instructions | Using a Computer  | Introduction to Data |
| **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 responsesPainting: Primary Colours Naming portraits  | 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.Space ArtPainting - Van Gogh ‘A Starry Night’Sculpture – Clay Aliens Space Jars | Return and build on their previous learning, refining ideas and developing their ability to represent them.TransportDesign: making a boat that floats |
| Explore, use and refine a variety of artistic effects to express their ideas and feelings. |
| **Music**  | Me! | Nativity Singing  | Everyone! | Our World | Big Bear Funk | Reflect, Rewind and Replay |