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| **Seven areas of learning** |  | **Autumn** | | **Spring** | | | **Summer** | | |
|  | **Term** | **1A** | **1B** | **2A** | **2B** | | **3A** | **3B** | |
|  | **Theme** | **Marvellous Me!** | **Down in the Forest** | **Once Upon a Time** | **Off on an Adventure** | | **Dinosaurs** | **The Seaside.** | |
|  | **Pathways to write Key Texts** | **Peace At Last**  **Home** | **Let’s all Creep through Crocodile Creek** | **The 3 Little Pigs** | **The Pirates are coming!** | | **Gigantosaurus** | **The Sea Saw** | |
|  | Possible provocations for child initiated learning | Family pictures  Curiosity cube | Autumnal objects and collections  Artefacts from other cultures  Celebrations | Magic beans Glass slipper  Magic potions | Flags  Treasure  Ships in a bottle | | Volcanos  Fossils  Seeds | Types of transport  Bus tickets  Train tickets  Sand and shells | |
| C&L | L&A | Stories, Songs, Circle time, Role play/drama, Small world, Class bear, Celebration of achievements. Early Talk Boost | Stories, Songs, Circle time, Role play/drama, Small world, Class bear, Celebration of achievements. Early Talk Boost | Stories, Songs, Circle time, , Role play/drama, Small world, Class bear, Celebration of achievements. Early Talk Boost | Stories, Songs, Circle time, , Role play/drama, Small world, Class bear, Celebration of achievements. Early Talk Boost | | Stories, Songs, Circle time, , Role play/drama, Small world, Class bear, Celebration of achievements. Early Talk Boost | Stories, Songs, Circle time, Role play/drama, Small world, Class bear, Celebration of achievements. Early Talk Boost | |
| U |
| S |
| L | Word reading and comprehension | Phase 2 phonics Bug Club  Key words Class reading area/ CF spaces  Narrative Immersion | Phase 2 Phonics Bug Club  Class reading area/ CF spaces  Narrative Immersion | Phase 3 Phonics Bug Club  Key words Class reading area/ CF spaces  Narrative Immersion | Phase 3 Phonics Bug Club  Key words Class reading area/CF spaces  Narrative Immersion | | Phase 3 Phonics Bug Club  Guided Reading Key words Class reading area/ CF spaces Reading buddies | Phase 4 Phonics Bug Club  Guided Reading Key words Class reading area/ CF spaces Reading buddies | |
| Writing  **Physical Development (*See Skill Practice) Gross and Fine motor development***  **Understanding writing and development.** | Text Structure | Sentence Construction | Word structure/language | | | Punctuation/Terminology | | |
| Names Lists Captions Diagrams Message Retell simple stories Introduce a simple story map | Simple sentences Simple conjunctions Say, write and check sentences. Openers Repetition for rhythm Repetition for description | Children will be exposed to through quality texts a wide range of vocabulary including  Determiners Prepositions Adjectives Adverbs Similes | | | Finger spaces Full stops Capital letters  Finger spaces Letter Word Sentence Full stops Capital letter Similes. | | |
| M | Number - Place Value - Numbers to 5 Comparing groups within 5  2d and 3d shape  Place Value Change within 5  Number bonds within 5  Space | | | Numbers to 10.  Comparing numbers within 10  Addition to 10.  Measure (Length, height and weight) Number bonds to 10.  Subtraction  Exploring pattern | | | Counting on and counting back  Numbers to 20  Numerical patterns  Composing and decomposing shapes  Volume and capacity  Sorting  Time | | |
| UTW | Past and present | Family celebrations  All about me, who am I and where do I live? What is a job?  Oral hygiene | Traditional Christmas Story Bible stories - The Birth of Jesus  Traditional Christmas Story  What is a celebration: Birthdays/ Diwali  Remembrance Sunday | Easter Mothering Sunday Bible stories - The Birth of Jesus. The last supper  Chinese New Year  Internet safety Pancake day: Links to other cultures  Celebrating difference | | New life Bible stories  Ramadan  First Day of Passover  Easter  The Queen’s Birthday (21st)  St George’s Day | Religions Bible stories – Joseph’s Colourful Coat  Religions Bible stories  Eid Al-Adha | | Bible stories Father’s Day |
| The Natural world | Talk about, observe and compare similarities and differences with where they live **Location and place knowledge** / environment Senses My body/Hygiene – bread experiment | Talk about, observe and compare similarities and differences with how things work. Autumn, Light and Dark, shadows and bubbling potions | Talk about, observe and compare similarities and differences with patterns and change. Changes that can be reversed - Ice Spring/Plants and animals **Human and physical**  Winter | | Talk about, observe and compare similarities and differences with living things Life processes/lifecycle. **Human and physical**  Spring | Talk about, observe and compare similarities and differences with materials, objects Materials. Summer/Growing a bean in a bag.  **Human and physical**  Summer | | Talk about, observe and compare similarities and differences with environments, places and objects. Forces.Pirate, treasure ship experiment, pollination. **Skills and fieldwork.**  Summer |
| Technology | iPads Laptops – switching on, log on Keeping safe Mouse control.  Purple Mash | iPads Laptops – switching on, log on Keeping safe Mouse control  Purple Mash | iPads Laptops – switching on/off, log on Keeping safe Mouse control Using the Internet  Purple Mash | | iPads Laptops – switching on/off, log on Keeping safe Mouse control Using the Internet  Purple Mash | iPads Laptops – switching on/off, log on and off Keeping safe Mouse control Word processing Research  Purple Mash | | iPads Laptops – switching on/off, log on and off Keeping safe Mouse control Word processing Research  Purple Mash |
| PD | Gross and fine motor | PE  Making snack  Gross and fine motor skills  Outdoor provision | PE  Making snack  Gross and fine motor skills  Outdoor provision | PE  Making snack  Gross and fine motor skills  Outdoor provision | | PE  Making snack  Gross and fine motor skills  Outdoor provision | PE  Making snack  Gross and fine motor skills  Outdoor provision | | PE  Making snack  Gross and fine motor skills  Outdoor provision |
| PSED | Jigsaw/SRE | Being me in my world/ Families and people who care for me | Celebrating differences/ caring friendships and respectful relationships | Relationships/ online relationships | | Healthy me | Dreams and goals | | Changing me/being safe |
|  | Managing self | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | * I will separate from my parent/carer with confidence. * I will help my teacher to make the rules in class and understand them and follow them. * I will wash my hands before and after using the toilet and having my snack independently. * I will begin to dress myself for outdoors play independently. | | | |
| Self-regulation | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | | | * I will say how I feel when my friends are kind to me. * I will listen in a small group. * I will follow more complex instructions with support. | | | |
| Building relationships | Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. | | | | * I will play alongside my peers * I will share when unsupported by an adult. * I will talk about my feelings in class and what makes me feel a certain way. | | | |
| EAD | Creating with materials | Self-portraits (DWW)  Pencil sketches Colour mixing (Powder paint)  Charranga: Me! | Design and make linked to the theme.  Sketches linked to the theme. Christmas card  Charranga: My stories | Self-portraits (DWW)  Design and make linked to the theme  Sketches linked to the theme  Easter card/pot Mother’s Day\* card/gift  \*Special person  Charranga: Everyone  \*Jack and the Beanstalk to support Narrative Immersion | | Design and make linked to the theme  Sketches linked to the theme  Charranga: Our World | Self-portraits (DWW)  Design and make linked to the theme. Sketches linked to the theme  Charranga: Big, bear funk | | Design and make linked to the theme Sketches linked to the topic Father’s Day card/gift\*  \*Special person  Charranga: Reflect, rewind and reply. |
| Being Imaginative | Role Play/ House  \*Decided by children’s interest and fascinations | Role Play/ Vets/ Witches and wizards  \* Decided by children’s interest and fascinations | Role Play/Giants castle/ Jacks house  \* Decided by children’s interest and fascinations | | Role Play / garden centre  \* Decided by children’s interest and fascinations | Role Play/ Post office  \* Decided by children’s interest and fascinations | | Role Play/ beach shop/ seaside/ pirate ship/ travel agents/ café \* Decided by children’s interest and fascinations |