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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 picturesCuriosity cube  | Autumnal objects and collectionsArtefacts from other culturesCelebrations | Magic beans Glass slipperMagic potions | FlagsTreasureShips in a bottle | VolcanosFossilsSeeds | Types of transportBus ticketsTrain ticketsSand 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 ClubKey words Class reading area/ CF spacesNarrative Immersion | Phase 2 Phonics Bug ClubClass reading area/ CF spacesNarrative Immersion | Phase 3 Phonics Bug Club Key words Class reading area/ CF spacesNarrative Immersion | Phase 3 Phonics Bug Club Key words Class reading area/CF spacesNarrative 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 includingDeterminers Prepositions Adjectives Adverbs Similes | Finger spaces Full stops Capital lettersFinger spaces Letter Word Sentence Full stops Capital letter Similes. |
| M | Number - Place Value - Numbers to 5 Comparing groups within 5 2d and 3d shapePlace Value Change within 5Number bonds within 5Space | Numbers to 10.Comparing numbers within 10 Addition to 10.Measure (Length, height and weight) Number bonds to 10.SubtractionExploring pattern | Counting on and counting backNumbers to 20Numerical patterns Composing and decomposing shapesVolume and capacitySorting 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 JesusTraditional Christmas StoryWhat is a celebration: Birthdays/ DiwaliRemembrance Sunday | Easter Mothering Sunday Bible stories - The Birth of Jesus. The last supperChinese New YearInternet safety Pancake day: Links to other culturesCelebrating difference | New life Bible storiesRamadan First Day of Passover Easter The Queen’s Birthday (21st)St George’s Day | Religions Bible stories – Joseph’s Colourful CoatReligions 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 InternetPurple Mash | iPads Laptops – switching on/off, log on Keeping safe Mouse control Using the InternetPurple Mash | iPads Laptops – switching on/off, log on and off Keeping safe Mouse control Word processing ResearchPurple Mash | iPads Laptops – switching on/off, log on and off Keeping safe Mouse control Word processing ResearchPurple 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.
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| 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.
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| 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.
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| 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 cardCharranga: My stories | Self-portraits (DWW)Design and make linked to the themeSketches linked to the themeEaster card/pot Mother’s Day\* card/gift\*Special personCharranga: Everyone\*Jack and the Beanstalk to support Narrative Immersion | Design and make linked to the themeSketches linked to the themeCharranga: Our World | Self-portraits (DWW)Design and make linked to the theme. Sketches linked to the themeCharranga: Big, bear funk  | Design and make linked to the theme Sketches linked to the topic Father’s Day card/gift\*\*Special personCharranga: 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 |