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| **Seven areas of learning** |  | **Autumn** | **Spring** | **Summer** |
|  | **Term** | **1A** | **1B** | **2A** | **2B** | **3A** | **3B** |
|  | **Theme** | **Autumn** | **Celebrations** | **Traditional Tales** | **Growing** | **Our World** | **Holidays** |
|  | **Key Texts** | **Owl Babies and other stories** | **The Scarecrows Wedding and other stories** | **The Gingerbread Man and other stories.** | **The Tiny Seed and other stories** | **10 Things I can do to Help my world and other stories** | **The Sea Saw and other stories** |
|  | Possible provocations for child initiated learning | Family picturesAutumnal objects and collectionsBucket School | Artefacts from other culturesPhotographs from home | Magic beans Glass slipperMagic potions | SeedsPlantingBucket School | Pollution experimentRecyclingJunk modelling and upcyclingBucket School | Travel agentsSea sidesPlanes and transport |
| Communication&Learning | L&A | Stories, Songs, Circle time, Role play/drama, Small world. Celebration of achievements. | Stories, Songs, Circle time, Role play/drama, Small world, Celebration of achievements. | Stories, Songs, Circle time, , Role play/drama, Small world, Celebration of achievements. | Stories, Songs, Circle time, , Role play/drama, Small world, Celebration of achievements.  | Stories, Songs, Circle time, , Role play/drama, Small world, Celebration of achievements.  | Stories, Songs, Circle time, Role play/drama, Small world, Celebration of achievements. |
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| S |
| Literacy | Word reading and comprehension | Little Wandle Aut1Key words Class reading area/ CF spacesNarrative ImmersionReading Buddies | Little Wandle Aut2Class reading area/ CF spacesNarrative ImmersionGuided ReadingReading Buddies | Little Wandle Spr1Key words Class reading area/ CF spacesNarrative ImmersionReading Buddies | Little Wandle Sp2 Key words Class reading area/CF spacesNarrative ImmersionReading Buddies | Little Wandle Su1 Guided Reading Key words Class reading area/ CF spaces Reading buddies | Little Wandle Su2 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 through quality texts to a wide range of vocabulary includingDeterminers, Prepositions, Adjectives, Adverbs | Finger spaces, Full stops, Capital lettersLetter Word Sentence- Full stops and Capital letters. |
| Maths | **White Rose**Place Value-numbers to 5Addition and Subtraction- sorting activitiesPlace Value-comparing groupsMeasurement – time Spatial reasoning – Circles and trianglesPlace Value-numbers to 5Addition and Subtraction- sorting activitiesPlace Value-comparing groupsMeasurement – timeSpatial reasoning – Circles and triangles shape and spatial thinking – combining shapes**NCTEM**Pupils will build on previous experiences ofnumber from their home and nurseryenvironments, and further develop their subitisingand counting skills. They will explore thecomposition of numbers within 5. They will beginto compare sets of objects and use the languageof comparison**.** | **White Rose**Addition and subtraction – numbers to 5Place value numbers to 10Addition – to 10Measurement – comparing mass and capacityMeasurement – length and heightTimeAddition and subtraction – numbers to 5Place value numbers to 10Addition – to 10Measurement – comparing mass and capacityMeasurement – length and heightTimeSpatial reasoning - 3D shape**NCTEM**Pupils will continue to develop their subitisingand counting skills and explore the compositionof numbers within and beyond 5. They willbegin to identify when two sets are equal orunequal and connect two equal groups todoubles. They will begin to connect quantities tonumerals. | **White Rose**Place value – numbers to 20Addition and Subtraction – count on and backSpatial reasoning – match, rotate, manipulateCompose and decompose.Doubling, sharing and groupingEven and OddSpatial reasoning – exploring patternsVisualise and build, mappingMeasurement – measure**NCTEM**Pupils will consolidate their counting skills,counting to larger numbers and developing awider range of counting strategies. They willsecure knowledge of number facts throughvaried practice. |
| UnderstandingTheWorld | Past and present | Why am I special? (friends and family) What do I believe/value?Black History Month- Jojo and Gran Gran and Floella BenjaminOral hygiene | Special festivals (Christmas- Christianity) What is a celebration: Birthdays/ DiwaliRemembrance Sunday | Special stories (New testament- Christianity) Lunar New YearInternet safety Pancake day: Links to other culturesCelebrating difference | Special festivals (Shabbat/Sabbath- Judaism)Easter cardsSt George’s Day | Special stories (Old testament including the creation story- Christianity and Judaism) | Our special world and how we can look after it (Christianity, Judaism and World Views) 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. **Skills and fieldwork.**Summer |
| Physical | Gross and fine motor  | PE Gross and fine motor skills Outdoor provision | PE  Gross and fine motor skills Outdoor provision | PE  Gross and fine motor skills Outdoor provision | PE  Gross and fine motor skills Outdoor provision | PE  Gross and fine motor skills Outdoor provision | PE  Gross and fine motor skills Outdoor provision |
| PersonalSocial andEmotionalDevelopment | 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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| ExpressiveArts and Design | 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 | Domestic Role PlayPercy The Park Keeper\*Decided by children’s interest and fascinations | Domestic Role PlayParty/ Celebrations\* Decided by children’s interest and fascinations | Domestic Role PlayRole Play/Giants castle/ Jacks house\* Decided by children’s interest and fascinations | Domestic Role PlayRole Play / garden centre\* Decided by children’s interest and fascinations | Domestic Role PlayRole Play/ Messy Magpie\* Decided by children’s interest and fascinations | Domestic Role PlayRole Play/ beach shop/ seaside/ pirate ship/ travel agents/ café \* Decided by children’s interest and fascinations |