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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 pictures  Autumnal objects and collections  Bucket School | Artefacts from other cultures  Photographs from home | Magic beans Glass slipper  Magic potions | Seeds  Planting  Bucket School | | Pollution experiment  Recycling  Junk modelling and upcycling  Bucket School | Travel agents  Sea sides  Planes 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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| Literacy | Word reading and comprehension | Little Wandle Aut1  Key words Class reading area/ CF spaces  Narrative Immersion  Reading Buddies | Little Wandle Aut2  Class reading area/ CF spaces  Narrative Immersion  Guided Reading  Reading Buddies | Little Wandle Spr1  Key words Class reading area/ CF spaces  Narrative Immersion  Reading Buddies | Little Wandle Sp2  Key words Class reading area/CF spaces  Narrative Immersion  Reading 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 including  Determiners, Prepositions, Adjectives, Adverbs | | | Finger spaces, Full stops, Capital letters  Letter Word Sentence- Full stops and Capital letters. | | |
| Maths | **White Rose**  Place Value-numbers to 5  Addition and Subtraction- sorting activities  Place Value-comparing groups  Measurement – time Spatial reasoning – Circles and triangles  Place Value-numbers to 5  Addition and Subtraction- sorting activities  Place Value-comparing groups  Measurement – time  Spatial reasoning – Circles and triangles shape and spatial thinking – combining shapes  **NCTEM**  Pupils will build on previous experiences of  number from their home and nursery  environments, and further develop their subitising  and counting skills. They will explore the  composition of numbers within 5. They will begin  to compare sets of objects and use the language  of comparison**.** | | | **White Rose**  Addition and subtraction – numbers to 5  Place value numbers to 10  Addition – to 10  Measurement – comparing mass and capacity  Measurement – length and height  Time  Addition and subtraction – numbers to 5  Place value numbers to 10  Addition – to 10  Measurement – comparing mass and capacity  Measurement – length and height  Time  Spatial reasoning - 3D shape  **NCTEM**  Pupils will continue to develop their subitising  and counting skills and explore the composition  of numbers within and beyond 5. They will  begin to identify when two sets are equal or  unequal and connect two equal groups to  doubles. They will begin to connect quantities to  numerals. | | | **White Rose**  Place value – numbers to 20  Addition and Subtraction – count on and back  Spatial reasoning – match, rotate, manipulate  Compose and decompose.  Doubling, sharing and grouping  Even and Odd  Spatial reasoning – exploring patterns  Visualise and build, mapping  Measurement – measure  **NCTEM**  Pupils will consolidate their counting skills,  counting to larger numbers and developing a  wider range of counting strategies. They will  secure knowledge of number facts through  varied practice. | | |
| Understanding  The  World | Past and present | Why am I special? (friends and family) What do I believe/value?  Black History Month- Jojo and Gran Gran and Floella Benjamin  Oral hygiene | Special festivals (Christmas- Christianity)  What is a celebration: Birthdays/ Diwali  Remembrance Sunday | Special stories (New testament- Christianity)  Lunar New Year  Internet safety  Pancake day: Links to other cultures  Celebrating difference | | Special festivals (Shabbat/Sabbath- Judaism)  Easter cards  St 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 |
| Personal  Social and  Emotional  Development | 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. | | | |
| Expressive  Arts 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 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 | Domestic Role Play  Percy The Park Keeper  \*Decided by children’s interest and fascinations | Domestic Role Play  Party/ Celebrations  \* Decided by children’s interest and fascinations | Domestic Role Play  Role Play/Giants castle/ Jacks house  \* Decided by children’s interest and fascinations | | Domestic Role Play  Role Play / garden centre  \* Decided by children’s interest and fascinations | Domestic Role Play  Role Play/ Messy Magpie  \* Decided by children’s interest and fascinations | | Domestic Role Play  Role Play/ beach shop/ seaside/ pirate ship/ travel agents/ café \* Decided by children’s interest and fascinations |