



	Autumn Term		Spring Term		Summer Term	
Topic	<i>Marvellous Me</i>	<i>Special Times</i>	<i>People who help us</i>	<i>In the Garden</i>	<i>Bugs, bugs, bugs!</i>	<i>The Seaside</i>
<p>High-Quality Texts Magic of Story</p>	<p>Bear Hunt </p> <p>My hair </p> <p>Dear Zoo </p> <p>Dertie Bertie </p> <p>Peace At Last </p> <p>How do you make a rainbow </p> <p>Dinosaur Department store </p>	<p>The Little Red Hen </p> <p>The leaf thief </p> <p>Stick Man </p> <p>Room On A Broom </p> <p>Whatever Next </p> <p>The Nativity Story </p> <p><u>Red poppy poem</u></p>	<p>Supertato </p> <p>Rosie's Hat </p> <p>You can't call an elephant in an emergency </p> <p>A superhero like you </p> <p>Alan's Big Scary Teeth </p> <p>Mr Wolf's Pancakes </p>	<p>The Three Little Pigs </p> <p>Jasper's Beanstalk </p> <p>One Springy Day </p> <p>Poppy And The Blooms </p> <p>Train Ride </p> <p>We're going on an egg hunt </p> <p><u>Animal Fair poem</u></p>	<p>The Very Hungry Caterpillar </p> <p>Oi Frog </p> <p>Arrrrr Spider </p> <p>The Bumble Bear </p> <p>Omar The Bees And Me </p> <p>Matisse Magical Trail </p>	<p>The Gingerbread Man </p> <p>What The Ladybird Heard At The Seaside </p> <p>Tiddler </p> <p>The Odd Fish </p> <p>Super Duper You </p> <p>Hot Dog </p> <p><u>Seaside Poem</u></p>
	Core Rhymes	<p>Heads Shoulders Knees And Toes If You're Happy And You Know It</p>	<p>It's Raining Its Pouring Wheels On The Bus</p>	<p>Pat A Cake Miss Molly</p>	<p>Baa Baa Black Sheep Wind The Bobbin Up</p>	<p>Incy Wincy Spider Wiggly Woo</p>
Communication and Language	<p><b>Through the use of talking floor books:</b> Ourselves, our family What our school is like Where we live and our houses</p>	<p><b>Through the use of talking floor books:</b> Harvest Christmas celebrations Diwali Bonfire night Halloween</p>	<p><b>Through the use of talking floor books:</b> Looking after our teeth- the dentist About Florence Nightingale Who is part of our school community? Seasons</p>	<p><b>Through the use of talking floor books:</b> Growing Gardens at home and school Types of flowers</p>	<p><b>Through the use of talking floor books:</b> Life cycles Minibeasts Our teeth and oral health Growing outdoors Bees</p>	<p><b>Through the use of talking floor books:</b> Beaches in the UK Pollution Sea creatures Changes/transition</p>
Personal, Social and Emotional Development (PSHE)	<p><b>Being Me In My World</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p><b>Celebrating Difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p><b>Dreams and Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p><b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p><b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p><b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>

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	Parts of the body. What I look like. Tooth brushing. Handwashing. Looking after my things.	Importance of teeth. Learning to put on a coat. Begin to select and use activities and resources with help. Begin to have a sense of responsibility. Have help to manage conflict.	What a dentist does. Learning to do zips Selects own activities. Will play with a range of different children. Will begin to solve their own conflict.	Healthy food for my teeth. Know mistakes are part of learning. Take turns. Try out and be confident in new situations e.g. trip.	How to look after my teeth. Learning to take shoes on and off. Will play with others. Will take part in pretend play with different roles.	Losing teeth and change. Transition to new class. Confident in new social situations. Confidently follows the rules and routines expected of them.
Physical Development	<b>Fine motor</b> Build towers with blocks. Big marks on large paper with pens, brushes and other tools moving to small marks like lines & circles. Snips with assisted scissors. Washes hands with support. Learn to put on own coat. Use fork to eat dinner.		<b>Fine motor</b> Drawing pictures which are recognisable. Copy patterns such as zig-zags & crosses. Cuts across paper with scissors. Use cutlery with increasing control. Threading items.		<b>Fine motor</b> Cuts along a straight line and around straight sided shapes. Writes swirls, spirals & diagonal lines. Copies recognisable letters in their name. Building towers with smaller blocks and connector kits.	
	<b>Gross Motor</b> Jumping 2 feet to 2 feet and then on and off objects. Kicking and throwing large balls. Balancing on crates and planks and tyres with support. Stepping up and down off crates. Ride a balance bike pushing along with feet.		<b>Gross Motor</b> Rides a trike, beginning to use pedals. Walks on tip-toes and runs with some control. Throwing beanbags into a hoop and rolling a ball to knock skittles. Able to balance confidently across planks and crates. Beginning to hop and skip.		<b>Gross Motor</b> Catches a large ball. Stands on one foot for a few seconds. Runs & turns skilfully. Ride balance bikes with speed and control. Ride a trike and use pedals. Can run and turn with better control.	
Literacy	<b>Comprehension</b> Interest and enjoyment in stories. Join in rhyme. Learn story vocabulary. Recognise their name and that print has meaning.		<b>Comprehension</b> Features of a book. Enjoyment and join in rhyme and stories. Learn story vocabulary. Answer simple questions about a story.		<b>Comprehension</b> Make predictions. Answer a range of questions about a story. Perform rhymes and stories. Have favourite stories to talk about.	
	<b>Word Reading/Phonics</b> Launchpad for Literacy- pre-phonics skills. Naming RWI picture cards.		<b>Word Reading/Phonics</b> Launchpad for Literacy- pre-phonics skills. Oral blending and single letter sounds.		<b>Word Reading/Phonics</b> Launchpad for Literacy- pre-phonics skills. Oral blending and single letter sounds. Learning to blend 3 sound words.	
	<b>Writing</b> Enjoy making marks with different medias. Copy simple patterns. Trace the first letter in their name. Give marks meaning.		<b>Writing</b> Copy patterns with increased complexity. Create drawings with more detail. Trace and copy letters in their name. Identify and copy initial sounds.		<b>Writing</b> Create detailed drawings. Copy their name or write some letters without name card. Write lists and labels with initial sounds. Correctly form some letters.	
Mathematics	<b>Colours</b> <b>Matching</b> <b>Sorting</b>	<b>Number 1</b> <b>Number 2 (subitising)</b> <b>Pattern</b>	<b>Subitising</b> <b>Number 3</b> <b>Number 4</b>	<b>Number 5</b> <b>Measures – mass, capacity, length</b>	<b>More and Fewer</b> <b>One more/one less</b> <b>2D shape</b> <b>3D shape</b>	<b>Number composition</b> <b>Night and day</b> <b>Positional language</b>
Understanding the World (Big Ideas)	<b>Past and Present (History)</b> Talking about learning last week/yesterday. Looking at their baby pictures and how they've changed.	<b>Past and Present (History)</b> Talking about learning last week/yesterday. Talk about celebrations e.g. last Christmas. Talk about birthdays and family times.	<b>Past and Present (History)</b> Talking about learning last week/yesterday. Learn about remembrance. Learn about Florence Nightingale.	<b>Past and Present (History)</b> Talking about learning last week/yesterday. Talk about birthdays and family times.	<b>Past and Present (History)</b> Talking about learning last week/yesterday. Talk about dinosaurs living in the past - in small world. Fossils & bones.	<b>Past and Present (History)</b> Talking about learning last week/yesterday. Compare pictures of the seaside in the past and talk about.
	Explore world through texts 'We're going on a bear hunt' - know grass, river, mud, cave, snowstorm. Explore the school grounds- hall, playground, field, kitchen, classroom and garden. Know and explore that we have a wildlife area and be able to talk about what is there. Talk about what the weather is like using pictures and exploring outside	Explore world through texts 'Stick Man' - snow/cold place. Talk about weather and ways we can stay warm.	Create a map/drawing of classroom (Map supertato needs to follow). Continue walks to the wildlife area and looking at the weather changes. Know who helps us at school e.g. principal, teacher, caretaker, cleaner. Have family members in to share interests/ talents e.g. parents who can bake/DIY/ police etc	Continuing maps- know the features of the garden- plant, tree, path, pond, flowers and draw them. Walk up to church for Easter event to see local features – following map.	Walks to the wildlife area and looking at weather.	Know that there is sea around land (looking at UK map) Look at pictures of the seaside and the features- sand, sea, pebbles, rockpools. Visit the seaside and make sense of a new place. Explore the world through texts- what the ladybird head at the seaside.
	<b>People, culture &amp; community (RE)</b> Which times are special and why? - <b>Expressing</b> Talk about their family – parents and grandparents and siblings. I am enough story- talk about differences between people	<b>People, culture &amp; community (RE)</b> The Nativity Talk about celebrations e.g. Diwali. Have family members in to share interests/ talents e.g. parents who can bake/DIY/ police etc	<b>People, culture &amp; community (RE)</b> Which stories are special and why? – <b>Believing</b> Talk about roles of people around them including dentist visit.	<b>People, culture &amp; community (RE)</b> Easter Have family members in to share interests/ talents e.g. parents who can bake/DIY/ police etc Festival of Colours - talk about differences between people	<b>People, culture &amp; community (RE)</b> What is special about our world? - <b>Living</b> Have family members in to share interests/ talents e.g. parents who can bake/DIY/police etc Super Duper You/Omar and the Bees - talk about differences between people	

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	<b>The Natural World (Science)</b> Seasonal changes and weather. Natural materials- conker, leaf, husk.	<b>The Natural World (Science)</b> Seasonal changes and weather. Changes in matter- melting and Freezing in cold weather.	<b>The Natural World (Science)</b> Seasonal changes and weather. Plant bulbs and seeds. Talk about forces – the wind.	<b>The Natural World (Science)</b> Seasonal changes and weather. Plants and growing. Parts of a plant and similar/different. Changes in matter- melting chocolate. Natural materials- petals, grass, wood.	<b>The Natural World (Science)</b> Seasonal changes and weather. Observe plants changing and care for plants- what it needs. Observe and care for mini beasts and animals. Life cycle of a butterfly.	<b>The Natural World (Science)</b> Seasonal changes and weather. Seaside animals. Floating and sinking. Looking after our oceans. Natural materials- sand, glass, water, plastic.
Expressive Arts and Design	<b>Creating with materials (Art)</b> Basics of painting and drawing with a range of media.	<b>Creating with materials (Art)</b> Printing with paint and basic paper collage.	<b>Creating with materials (Art)</b> Exploring collage and colour mixing. Kandinsky - Circles 	<b>Creating with materials (Art)</b> Stencils and paint, joining and junk models.	<b>Creating with materials (Art)</b> Junk modelling and observation painting. Henry Matisse - link to storybook. 	<b>Creating with materials (Art)</b> Clay work. Revisiting skills from the year.
	<b>Creating with materials (DT)</b> Cooking- using tools knives/whisk/grating Cutting fruit and vegetables, Buttering/spreading on bread or crackers, whisking milkshake/eggs, grating cheese for scones/sandwich Making a bag to collect things/ bear hunt adventure. Bird feeders		<b>Creating with materials (DT)</b> Cooking- observe the effects of heat Making buns rise, Bread rising, Melting chocolate/marshmallows, Pancakes cooking. Selecting the best resources for den building outside (link to 3 little pigs) Sewing introduction. Threading in and out. Making shakers with different sounds.		<b>Creating with materials (DT)</b> Cooking- using further tools- rolling, kneading, cutters and decorating. Roll out biscuits, cut and decorate, Porridge and pizza with toppings, jam tarts. Building a minibeast hotel outside. Making a fish/creature from plastic- recycle link.	
	<b>Being imaginative and expressive (Music/drama)</b> Learn nursery rhyme songs (as listed above). Play movement and listening games. Nativity performance. Loud and quiet/long and short sounds.		<b>Being imaginative and expressive (Music/drama)</b> Playing and making instruments for performances with stories and songs. Creating actions to accompany songs and stories. Learn nursery rhyme songs (as listed above). Play instruments/ clap out syllables.		<b>Being imaginative and expressive (Music/drama)</b> Learn nursery rhyme songs (as listed above). Sea Shanty songs. Moving in response to music. Begin to understand the beat.	
Experiences	Autumn walk to wildlife area Walk around school grounds Photos and sessions with family Harvest	Nativity Diwali celebration	Winter walks Children's mental health week Nurse/dentist visit Relatives visit to share skills	Spring walks Austerfield study centre Tadpoles Visit to shop	National smile week (revisits oral hygiene) Butterfly growing kits/world bee day	Enjoying summer weather Visit to the seaside World oceans day