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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Focus** | **Nice to meet you** | **Who lives in the woods?** | **Who can help us?** | **Where do I live?** | **How does your garden grow?** | **What is at the Seaside?** |
| **Personal, Social and Emotional Development** **Scheme: SCARF** | **Me and My Relationships** All About Me What Makes Me Special Who can Help Me? My Feelings My Feelings 2 | **Valuing Difference** I’m Special, you’re Special Same and Different Same and Different Families Same and Different Homes Kind and Caring (1) Kind and Caring (2) | **Keeping Myself Safe** What is safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe | **Rights and Responsibilities**Looking after my special peopleLooking after my friendsBeing helpful at home and caring for our classroomCaring for our world Looking after money (1&2) | **Growing and Changing** Seasons Life stages- plants, animals, humans Life stages- Human life who will I be? Where do babies come from? Getting Bigger Me and my body- girls and boys | **Being My Best** Bouncing back when things go wrong Yes, I can! Healthy Eating (1&2) Move your body A good night’s sleep |
| **Communication and Language** | Daily Activities that help children:WellComm We Thinkers curriculum Story Time Learning songs and Rhymes Vocabulary section on all CP planning grids to highlight new vocabulary Daily interaction and modelling of language |
| **C of EL** | Lenny Lion’s Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake |
| **Physical Development** **Get set for PE** | Following scheme for Autumn term-Keys skills:Moving safely, running, jumping, throwing, catching, balancing, changing direction, hopping **Dough Disco** | Following scheme for Spring term.Spring 1: Ball skillsSpring 2: Dance | Following scheme for summer term:Summer 1: GymnasticsSummer 2: Games |
| **Nursery****Rhymes** | Pat-a-cake 1,2,3,4,5 This Old Man Five Little Ducks I had a Little Turtle  | The Grand Old Duke of York  Ring O’Roses Hickory Dickory Dock Five Little Men in a Flying Saucer | Wind the Bobbin Up  Five Little Monkeys Twinkle,TwinkleIf You’re Happy and You Know It  Head, Shoulders, Knees and Toes    | Old MacdonaldMary had a Little lambBaa Baa Black SheepRow, Row, Row your BoatThe Wheels on the BusThe Hokey Cokey | 10 greenbottlesI’m a Little teapotLittle Miss Muffet5 Little speckled frogsIncy Wincy SpiderMary Mary quite contrary. | Select favourite Rhymes from the year – Class discussion |
| **Literacy Reading-****Phonics -RWI** | **Texts:*** Elmer
* Colour Monster
* Colour Monster goes to school
* What makes me a ME
* Fox Makes Friends
* Be Kind
 | **Texts:*** Owl Babies
* Gruffalo
* Squirrels who Squabbled
* Stickman
* Twas the Night before Christmas
* The Nativity
 | **Texts:*** Supertato
* People who help us
* Firefighters
* Ness the Nurse
* Police Officer
* Zog and the Flying Doctors.
 | **Texts:*** Martha maps it out
* A place called home
* Major Glad and Major dizzy
* Goldilocks and the 3 bears
* Three Little Pigs
* Handa’s Surprise
 | **Texts:*** Jack and the Beanstalk
* Hungry Caterpillar
* Ten Seeds
* Growing Frogs
* The Teeny weeny Tadpole
* The Tiny Seed
 | **Texts:*** Sharing a shell
* Rainbow Fish.
* Commotion in the Ocean
* Snail and the Whale
* Tiddler the story telling fish
* The Merrymaid of Zennor
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| **Writing** | **Texts as stimulus:**ElmerColour MonsterColour Monster goes to schoolWhat makes me a MEFox Makes FriendsBe KindDominant hand, Tripod grip, mark making, giving meaning to marks and labelling.Name writing, shopping lists, writing initial sounds and use simple captions. Use initial sounds to label characters/images.Writing for a purpose in role play. | **Text as stimulus:**Owl BabiesGruffaloSquirrels who SquabbledStickmanTwas the Night before ChristmasThe NativityRecount, name writing, labelling, talk for writing, story scribing, retelling stories, letter writing (to santa)Writing tricky words such as I, me, the, and, go, to.Labelling using CVC,CVCC,CCVC wordsPHASE WORDS | **Text as stimulus:**SupertatoPeople who help usFirefightersNess the NursePolice OfficerZog and the Flying Doctors.Exciting adjectives‘Wow words’Rhyming words and sentences.InstructionsCaptionsWriting recipesListsPHASE WORDS | **Text as stimulus:**Martha maps it outA place called homeMajor Glad and Major dizzyGoldilocks and the 3 bearsThree Little PigsHanda’s SurpriseCreating own Story MapsWriting Captions and labels.Writing simple sentences to accompany story maps.Character descriptionsPHASE WORDS | **Text as stimulus:**Writing for a purpose in role play using phonetically plausible attempts at words. Beginning to use finger spaces. Form lower case letter correctly. | **Text as stimulus:**Sharing a shellRainbow Fish.Commotion in the OceanSnail and the WhaleTiddler the story telling fishThe Merrymaid of ZennorStory writing.Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, Capital letters and finger spaces.Innovation of familiar texts as a model for writing own stories.Character description**.** |
| **MATHS** | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) **Subitise** (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. **Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—** Collections of objects to count (differing sizes) Use vocabulary: more than, less than **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) **Continue, Copy and Create Repeated Patterns**—AB Shape - **Name 2D shapes** and their properties.Number rhyme focus:1,2,3,4,5Five little ducks | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) **Subitise** (Explore the composition of numbers to 10)— 0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value— Linked to subitise. **Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—**Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to **Understand 1 More/1 Less—** One more, one less nursery rhymes and songs. **Automatic** **Recall of number bonds to 10**—sustained focus on number to 10 (working wall display) **Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—**ABB Shape **–** **Name 2D** shapes and their properties. Link to CP objective.Number rhymes:Five little men in a flying saucerGrand old duke of York. | **Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) **Subitise** (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers**Count Beyond 10—Count up 30 and back from 20. Compare Numbers—**Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs. **Automatic Recall of number bonds to 10**—sustained focus on number to 15 (working wall display) **Compare Length Weight and Capacity** Continue, Copy and Create Repeated Patterns—ABBC Shape - Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)Number rhyme Focus:5 little monkeys | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) **Subitise (Explore the composition of numbers to 10**)—0-5 and then linked to addition **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers **Count Beyond 10—**Count up 30 and back from 20**. Compare Numbers**— Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs. **Automatic Recall of number bonds to 10—**sustained focus on number to 20 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) **Compare Length Weight and Capacity Shape -** *Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes*Number rhymes: | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) **Subitise (Explore the composition of numbers to 10**)—0-5 and then linked to addition **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers **Count Beyond 10**—Count up 50 and back from 20. **Compare Numbers**— Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair **Understand 1 More/1 Less—** One more, one less nursery rhymes and songs. **Automatic Recall of number bonds to 10**—different conceptual variation (e.g. tens frames, PPW, numicon etc) **Compare Length Weight and Capacity Shape -** *Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.*Number rhyme focus:10 fat sausages10 green bottles | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) **Subitise (Explore the composition of numbers to 10**)—0-3 building 0-5 and then linked to addition **Link Number Symbol (Numeral) with Cardinal Number Value—**Linked to subitise. Ordering and counting numbers **Count Beyond 10**—Count up 50 and back from 20. Compare Numbers—Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs. **Automatic Recall of number bonds to 10—**different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral—quick recall and Numbots **Compare Length Weight and Capacity** Continue, Copy and Create Repeated Patterns Shape - *Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.* |
| **Understanding the world** | **‘Me’ & ‘Autumn’** My family: name and describe people who are familiar to them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them | **Special times:** Diwali, Bonfire night, Christmas, Light and Dark Nocturnal animals: Owls Pumpkin investigation Recycling-caring for our environment (Information book – ‘A Planet Full of Plastic’)Observe daily weather | **Special Times:** Chinese New Year, Shrove Tuesday Looks at map of world and beginning to be aware of other countries. There are different beliefs and others celebrate special times in different ways.Compare and contrast characters from stories, including figures from the past. | **Special Times**: St Pirans day, Mothing Sunday Easter Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Recognise some similarities/ differences between life in this country and life in other countries. (Link to ‘Handa’s Surprise’ story) | **Life cycles** -butterflies -frogs Habitats Recognise some environments are different to the one in which they live (link ‘The Hungry Caterpillar’ story) | **Special Times**: Fathers day, Holidays Investigating rock pools (Link to ‘Sharing a Shell’ story) Floating and sinking Exploring the local area making simple maps of school |
| **Religious** **Education** | Being Special: Where do we belong?  | F2 INCARNATION: why do Christians perform Nativity plays at **Christmas**?  | What times / stories are special and why?  | F3 SALVATION: why do Christians put a cross in an **Easter** garden?  | F1 GOD / CREATION: why is the word ‘God’ so important to Christians?  | What places are special and why?  |
| **Expressive Arts and Design** | Activities based on topic work, seasonal changes and children’s interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiencesSinging and performing- nursery rhymes, traditional/ familiar songs & counting rhymes. Christmas play Cheranga activities | Activities based on topic work, seasonal changes and children’s interests that promote the following skills Colour mixing activities Selecting colour for a particular purpose Using tools to create simple representations of events, people and places Constructs with a purpose in mind, using a variety of resources(junk modelling/ outdoor loose parts) Handling and manipulating different media- weaving and paper mache Begin to act out a narrative in role play based on first hand experiences and story book language and ideasSinging and performing- build up a repertoire of songs Experiment with instruments (outdoor area) Chinese New Year Dances Cheranga activities | Activities based on topic work, seasonal changes and children’s interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating materials- sculptures in wood, natural transient art form- using photography as a way of capturing and recordingExperiments with joining materials- screws and screwdrivers (forest school) Use small world and puppets to act own narratives Singing and performing- continue to build a repertoire of songs Music lessons planned through Cheranga- exploring rhythm, pitch, dynamics, timbre, musical notation and composing |  |
| **Trips and Visits/Visitors****(Enrichment)** | Exploring our school and meeting the staff, nature walks forest school play area Owl VisitCinemaVisit to local churchChristmas NativityRemembrance DayFood tasting from different cultures.- Diwali | Winter walkChinese New year – food from different culturesVisit from fire and police crewsMothers DayEasterLocal fire station visitCommunity centre visitVisit from road constructorsForest School (?)Farm to fork | Fathers DayGrowing plants from seed.-Needs of a plant to make it growLife-cycles -caterpillar to butterfly.Sunflower competitionWalk to local woodland/pondBeach TripEden project visitMake own vegetable garden – garden centre visitAquarium roadshow |  |