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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 people  Looking after my friends  Being helpful at home and caring for our classroom  Caring 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 skills  Spring 2: Dance | | Following scheme for summer term:  Summer 1: Gymnastics  Summer 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,Twinkle  If You’re Happy and You Know It  Head, Shoulders, Knees and Toes | Old Macdonald  Mary had a Little lamb  Baa Baa Black Sheep  Row, Row, Row your Boat  The Wheels on the Bus  The Hokey Cokey | 10 greenbottles  I’m a Little teapot  Little Miss Muffet  5 Little speckled frogs  Incy Wincy Spider  Mary 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 |
| **Writing** | **Texts as stimulus:**  Elmer  Colour Monster  Colour Monster goes to school  What makes me a ME  Fox Makes Friends  Be Kind  Dominant 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 Babies  Gruffalo  Squirrels who Squabbled  Stickman  Twas the Night before Christmas  The Nativity  Recount, 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 words  PHASE WORDS | **Text as stimulus:**  Supertato  People who help us  Firefighters  Ness the Nurse  Police Officer  Zog and the Flying Doctors.  Exciting adjectives  ‘Wow words’  Rhyming words and sentences.  Instructions  Captions  Writing recipes  Lists  PHASE WORDS | **Text as stimulus:**  Martha maps it out  A place called home  Major Glad and Major dizzy  Goldilocks and the 3 bears  Three Little Pigs  Handa’s Surprise  Creating own Story Maps  Writing Captions and labels.  Writing simple sentences to accompany story maps.  Character descriptions  PHASE 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 shell  Rainbow Fish.  Commotion in the Ocean  Snail and the Whale  Tiddler the story telling fish  The Merrymaid of Zennor  Story 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:  1,2,3,4,5  Five 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 saucer  Grand 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 sausages  10 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 experiences  Singing 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 ideas  Singing 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 recording  Experiments 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 Visit  Cinema  Visit to local church  Christmas Nativity  Remembrance Day  Food tasting from different cultures.- Diwali | | Winter walk  Chinese New year – food from different cultures  Visit from fire and police crews  Mothers Day  Easter  Local fire station visit  Community centre visit  Visit from road constructors  Forest School (?)  Farm to fork | | Fathers Day  Growing plants from seed.  -Needs of a plant to make it grow  Life-cycles -caterpillar to butterfly.  Sunflower competition  Walk to local woodland/pond  Beach Trip  Eden project visit  Make own vegetable garden – garden centre visit  Aquarium roadshow |  |