

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Heroes	Changes	Adventures in Space	Traditional tales	Wild Things	Journeys
Learning Certainty	Inclusive and Resourceful	Resilient and Imaginative	Determined and Flexible	Independent and Responsive	Motivated and Focused	Enthusiastic and Confident
Enrichment	People Who Help Us Visits	Trip to Church/ Nativity	Space workshop?	Parent visitors Chinese New Year	Kew Gardens Trip	Farm Trip
Communication and Language <i>Listening, Attention and Understanding</i> <i>Speaking</i>	<ul style="list-style-type: none"> Following/ understanding instructions and questions with two parts Listening to stories and recalling most of what happens Introduction to talk partners Know and sing a variety of songs/rhymes Learning new rhymes 	<ul style="list-style-type: none"> Practising our Nativity Listening to and discussing fiction & non-fiction texts Beginning to understand why it is important to listen and how to listen carefully. Show and tell Building new vocabulary Asking questions to find out new information Describe events in sequence Engage in non-fiction books 	<ul style="list-style-type: none"> Listening to stories – thinking about characters, settings, WOW words Partner talk Presenting poems Drama activities Building new vocabulary Asking questions and for clarification where necessary Connecting ideas and actions in stories and explanations Organise thinking and activities Learning poems 	<ul style="list-style-type: none"> Answering how and why questions related to books Following instructions with several steps Extending sentences by using connectives Building and using new vocabulary in context Using a range of connectives when connecting ideas or actions in conversation Describing events in detail Learning songs 	<ul style="list-style-type: none"> Building detail into sentences Presenting an information poster about an animal or dinosaur Following instructions with several steps Giving detailed explanations Building and using new vocabulary in context Explaining how things work & why they might happen Talk about non-fiction to develop a deep familiarity with new knowledge and vocab 	<ul style="list-style-type: none"> Imagining possibilities for characters in stories Using imaginative vocabulary Building and using new vocabulary in context Retelling stories with a combination of exact repetition and in their own words
Personal, Social and Emotional Development <i>Self- Regulation</i> <i>Managing Self</i> <i>Building Relationships</i>	<ul style="list-style-type: none"> Showing more confidence in new social situations Sometimes finding solutions to simple conflicts/ rivalries Learning new rules and expectations (The Golden Rules, School Values) Settling into new school routines Exploring feelings and using emotion words Understand when/why we need to wash our hands 	<ul style="list-style-type: none"> Building relationships with peers and playing respectfully with others Expressing their own feelings Can discuss the emotions of characters in stories and explain why they may feel a certain way Understand and follows school rules 	<ul style="list-style-type: none"> Considering the feelings of others Beginning to demonstrate resilience when tackling new challenges Understand the importance of exercise/ physical activity Uses toilet independently and accidents are very rare 	<ul style="list-style-type: none"> Identify and moderate own feelings socially and emotionally Think about the perspective of others Discuss and understand healthy eating choices Thinking about being a safe pedestrian and stranger danger Confidently tries new activities Can zip up coat and take jumper on/off independently 	<ul style="list-style-type: none"> Persevere when facing new challenges Actively make good choices in order to eat healthily Understand reasons why brushing teeth is important Play cooperatively with peers, considering opinions and ideas of others Explains the reasons for rules and knows right from wrong Changes independently, may sometimes need help with buttons 	<ul style="list-style-type: none"> Understand their own value within the community and the wider world Regulate emotions mostly independently, using their own strategies to moderate feelings and solve problems Being assertive in appropriate situations and standing up for own beliefs Can explain the importance of and actively participates in a healthy lifestyle Sets own goals and knows how to organise their time to work toward these
PSHE - JIGSAW	'Being Me in My World' <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	'Celebrating Difference' <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	'Dreams and Goals' <ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs 	'Healthy Me' <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	'Relationships' <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	'Changing Me' <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears

	<ul style="list-style-type: none"> Using toilet independently and washing hands 	<ul style="list-style-type: none"> Healthy eating – ingredients for soup, etc. 	<ul style="list-style-type: none"> Achieving goals 	<ul style="list-style-type: none"> Healthy eating- balanced diet Stranger danger Importance of exercise and sleep 	<ul style="list-style-type: none"> Changing independently 	
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p> <p><i>Fine Motor Skills</i></p>	<ul style="list-style-type: none"> Pre-writing skills – multi sensory handwriting patterns Riding scooters and trikes Pouring liquid into cups Skipping, hopping and balancing on one leg during games such as ‘Simon Says’ or ‘Musical Statues’ Make snips in paper with scissors 	<ul style="list-style-type: none"> Carving and cutting safely (fruit and vegetables, playdough, mud kitchen, own food in lunch hall) Balance and spatial awareness Balance bikes Putting coats on independently, may need some support with zips Shows preference for a dominant hand 	<ul style="list-style-type: none"> Handwriting practise Climbing equipment Moving in different ways Throwing and catching skills Moves in different ways with greater control e.g. rolling, crawling, jumping, skipping, climbing Uses paintbrushes with good control 	<ul style="list-style-type: none"> Pencil grip is developing Sit at the table/ on carpet with a good posture Completes obstacle courses, avoiding obstacles and moving in different ways/on a variety of surfaces 	<ul style="list-style-type: none"> Avoiding obstacles Changing direction at varying speeds Team games Forming recognisable letters 	<ul style="list-style-type: none"> Controlling letter size Beginning to rest letters on the line Throw and catch small, medium and large balls with increasing accuracy Can aim a ball/bean bag/etc. into a large target
<p>Literacy</p> <p><i>Comprehension</i></p> <p><i>Word Reading</i></p> <p><i>Writing</i></p>	<p>Texts: Super Duper you My Hair What the Ladybird Heard Supertato</p> <ul style="list-style-type: none"> Mark-making Onomatopoeia Story sequencing Repeated refrains Name-writing <p>Phonics</p> <ul style="list-style-type: none"> Phonological awareness Listening to sounds Rhyming pairs Initial sounds Blending aurally Jolly Phonics – Step 1: Group 1 - 3 	<p>Texts: Pumpkin Soup Leaf Man What is Hibernation? The Jolly Christmas Postman</p> <ul style="list-style-type: none"> Writing cards, invitations, recipes, letters & lists Introducing simple sentence structure Reading books sent home <p>Phonics</p> <ul style="list-style-type: none"> Jolly Phonics – Step 1: Group 3 - 7 Hearing, saying and identifying initial sounds & single sounds Introducing tricky (non-decodable) words CVC words Labels and captions Blending 	<p>Texts: Aliens Love Underpants Look Up Zim Zam Zoom How To Catch a Star, Mae Among the Stars</p> <ul style="list-style-type: none"> Adjectives Messages and letters Rhyme and poetry Instructions Re-telling stories Helicopter stories <p>Phonics</p> <ul style="list-style-type: none"> Jolly Phonics – Step 2: Unit 1-8 Tricky words Digraphs Reading & understanding simple sentences Building recognition of high frequency words Comprehension 	<p>Texts: The Three Little Wolves and the Big Bad Pig Little Red Riding Hood The Runaway Wok Jack and the Beanstalk Jasper’s Beanstalk</p> <ul style="list-style-type: none"> Re-telling stories Alternative endings Story starters Maps Diaries Days of the week Descriptive sentences <p>Phonics</p> <ul style="list-style-type: none"> Jolly Phonics – Step 2: Unit 8-12 Tricky words Alternative Graphemes Reading & understanding simple sentences Building recognition of high frequency words 	<p>Texts: Bumpus, Jumpus Dinosaurumps, First Facts Dinosaurs There’s a Tiger in the Garden Mad About Minibeasts, Yucky Worms</p> <ul style="list-style-type: none"> Information poster/leaflet – fact writing Researching animals <ul style="list-style-type: none"> posters Instructions Letters Song-writing (using rhyme and onomatopoeia) <p>Phonics</p> <ul style="list-style-type: none"> Review Step 1 Tricky words Reading and understanding sentences, discussing what they have read Group reading Building recognition of high frequency words 	<p>Texts: Oi! Get Off Our Train The Naughty Bus Rosie’s Walk The Something</p> <ul style="list-style-type: none"> Features of narrative – story writing Postcards Recounts Magpie words and adjectives Connectives Sentence structure <p>Phonics</p> <ul style="list-style-type: none"> Review Step 2 Tricky words Reading and understanding sentences, discussing what they have read Guided reading Building recognition of high frequency words

<p>Mathematics <i>Number</i></p> <p><i>Numerical Patterns</i></p> <p><i>(White Rose scheme of learning)</i></p>	<p>Numbers 0 - 3</p> <ul style="list-style-type: none"> Counting recognising numerals composition subitising mathematical language sorting by properties Matching, sorting and comparing skills. 	<p>Numbers 3 - 5</p> <ul style="list-style-type: none"> Addition and subtraction within 5 Comparing quantities 2D shapes Patterns ABAB Money Length 	<p>Number 0 - 10</p> <ul style="list-style-type: none"> Counting Recognising numerals Composition and number bonds to 5 Subitising Height Capacity Weight Creating and continuing patterns 	<p>Number</p> <ul style="list-style-type: none"> Number bonds to 10 Addition and subtraction within 10 Estimation SSM 3D Shapes Pattern ABB/ ABC/ etc. units of repeat Time 	<p>Numbers 0 - 20</p> <ul style="list-style-type: none"> Counting Recognising numerals Part/whole tens and ones Ordering numerals Addition and subtraction Doubling Counting in 2s, 5s and 10s Spatial Reasoning 	<p>Numbers 0 - 20</p> <ul style="list-style-type: none"> Halving Sharing Problem-solving Counting in 2s, 5s and 10s Estimation SSM Distance Position Measuring accurately
<p>Understanding the World <i>Past and Present</i></p> <p><i>People, Culture and Communities</i></p> <p><i>The Natural World</i></p>	<ul style="list-style-type: none"> Learning about jobs and roles in the community & meeting some of these people in real life Talking about our families and personal heroes Discuss our family heritage and explore the different languages we have in the classroom People who Help Us Role-play e.g. doctors, police, etc. Talking about our Summer holidays and what we have done Using walkie-talkies, telephones, cameras Introduction to computers – turning them on and off Creating maps of the school to learn more about our immediate environment Family portraits and discussing who is important to us and why 	<ul style="list-style-type: none"> Talking about past experiences of celebrations how different people celebrate different events and times of year and looking at places of worship Diwali, Day of the Dead Bonfire Night, Christmas, Hanukah Cooking with pumpkin Practising our Nativity Ice experiment to look at materials Hibernating animals Autumn to winter changes Learning about how the oven and microwave work Leafman – observing seasonal change, signs of autumn and making our own 'Leafman' <p>Language of the Month begins</p>	<ul style="list-style-type: none"> Chinese New Year, New Year's Eve, Epiphany Seasons – Winter Comparing environments by looking at different planets Learning about the solar system Using computers and tablets Introduce BeeBots and following a map route to programme the BeeBot/ each other Learning about important figures in history related to Space exploration including Mae Jemison. 	<ul style="list-style-type: none"> Easter – who celebrates it and how is it celebrated around the world? comparing folk tales (The Runaway Wok to The Gingerbread Man) and cultural differences Spring changes Growing – beanstalks Planting Observational drawings of plants Using computers and tablets Taking pictures and videos Using BeeBots Using different materials to build houses for the little pigs and opening this up to look at different styles of buildings around the world. Bug hotels 	<ul style="list-style-type: none"> Animals – sorting different types of animals, habitats, food chains Comparing landscapes – seaside, mountains, field, cities, etc. How human activity influences the world around us and thinking about prominent figures e.g. David Attenborough and Greta Thunberg What can people in the community do to help the environment including wormery project Learning about how technology is different now Going on a technology hunt and finding the different purposes of various technology around the school Caterpillar to butterfly lifecycle Thinking about how the past was different – dinosaurs and through the ages 	<ul style="list-style-type: none"> Thinking about different cultures around the world, comparing the similarities and differences in language, family, food, music, etc. Looking at how different types of transport works and how transport has changed over time Recycling Endangered animals and what we can do to help Seasonal change to Summer Past and future journeys we have taken, including our journey to the farm! Growing fruit/vegetables

<p>Expressive Arts and Design</p> <p><i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<ul style="list-style-type: none"> • Self-portraits – using mirrors and mixing colours • Collage – Elmer exploring different materials • Role play – home corner, doctor’s surgery, police station, superheroes den, opticians • Exploring and being taught how to use resources effectively – construction, art, small world, imaginative play • Using large paintbrushes 	<ul style="list-style-type: none"> • Practising our Nativity <ul style="list-style-type: none"> • Designing and creating our own toys using junk modelling • Christmas cards and decorations • Diya lamps using clay • Role-play – Santa’s Grotto, post office, home corner (decorated for different celebrations e.g. Diwali, Hannukah, Christmas) • General child-initiated exploration – construction, art, small world, imaginative play indoor and out • Mixing colours Exploring instruments 	<ul style="list-style-type: none"> • Making rockets • Paper Mache planets Marbling, brush star paintings • Watercolours • Role play – space Station, rocket ship, home corner (Whatever Next theme, Chinese New Year). • Space themed to learn new skills and techniques – construction, art, small world, imaginative play • Children begin designing and planning their play/ creations in more detail and independently • Junk modelling • Talk about music and how it makes them feel 	<ul style="list-style-type: none"> • oil pastels • Exploring instruments to create a beat/rhythm • Children are adept in evaluating and adapting their construction, art, small world, imaginative play • Role play – garden centre, Jack and the Beanstalk, Home Corner (themed around traditional tales) • Using smaller paintbrushes to add finer details • Working together to create houses, building and joining materials as part of a team. 	<ul style="list-style-type: none"> • Introduce artists – Picasso, Matisse and Jackson Pollock. Discuss and evaluate their work, create in the style of their work • Junk modelling • Creating songs using instruments, props, etc. Jackson Pollock paintings to represent noise, emotions and movement – splatter paintings • Cooperative play – construction, art, small world, imaginative play is independent and children find ways of improving their creations • Role play – jungle, vet surgery, farm 	<ul style="list-style-type: none"> • Introduce artists – Monet, Kandinsky, Frida Kahlo. Discuss and evaluate their work, create in the style of their work • Junk modelling – comparing, evaluating and suggesting changes • Role play – seaside, ice cream shop, airport • Purposeful use of construction, art, small world, imaginative play to communicate meaning or use within their role-play, making links to learning and own experiences. • Develop storylines in their play.
<p>R.E</p>	<p>Who Made The Wonderful World? (Creation)</p> <ul style="list-style-type: none"> • Concepts of valuable and precious • What Christians believe about creation • Introduction to The Bible and Church • Recognising the important of the natural world • Exploring how each individual is unique and precious • Thankfulness • Harvest festival <p>Bible Stories/ Quotes</p> <ul style="list-style-type: none"> • Story of Creation • Matthew 10:29-31 • Psalm 139: 13-14 	<p>Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> • The story of Jesus’ Birth • The emotions of the characters in the Christmas story • Preparing for Christmas (e.g. Advent) • Why Christmas is a special time for Christians <p>Bible Stories/ Quotes</p> <ul style="list-style-type: none"> • Angel Gabriel Visits Mary (The Angel’s Secret – Beginners Bible) • Matthew 20 & 21 • Luke 2:1-7 • Luke 2:8-20 <p>Spiritual, Moral, Social and Cultural Development</p> <ul style="list-style-type: none"> • British Values – morals (right and wrong) 	<p>Incarnation - Why do Christians believe Jesus is special?</p> <ul style="list-style-type: none"> • Christians believe that Jesus loves everyone; is God’s son; was God born as a human (incarnation); works miracles including healing and teaching people to love others • Reflect on who is special to them and who is special to Christians • Listen to, recall, sequence and re-tell stories of Jesus’ miracles • Introduction to what a parable is <p>Bible Stories/ Quotes</p> <ul style="list-style-type: none"> • The Lost Sheep parable 	<p>What Is So Special About Easter?</p> <ul style="list-style-type: none"> • Events of Holy Week as celebrated by Christians • The Easter Story • Christians believe Jesus died on a cross to show God’s love to the world and that because of Jesus, everyone can be forgiven for their sins • Christians believe Jesus rose from the dead • Begin to recognise importance of bread and wine for Christians • How Christians remember what happened at Easter and how they celebrate the festival of Easter <p>Bible Stories/ Quotes</p>	<p>Salvation: - How Did Jesus ‘Rescue’ People?</p> <ul style="list-style-type: none"> • Christians believe Jesus came to save/ rescue people and give them ‘life in all its fullness’ • Listening and retelling the main events of 6 Bible Stories • Understanding what a ‘miracle’ is • Exploring core emotions and needs • Understanding why Christians believe Jesus is a ‘saviour’ <p>Bible Stories/ Quotes</p> <ul style="list-style-type: none"> • Jesus Fills the Nets with Fish (John 21:1-14) • Jesus Heals the Blind Beggar (John 9:1-12) 	<p>Creation – Who Cares for This Special World and Why?</p> <ul style="list-style-type: none"> • Christians believe God created the world • Christians believe we are all borrowing the world from God and are custodians of it while we are on Earth • How everyone can help care for your world <p>Bible Stories/ Quotes</p> <ul style="list-style-type: none"> • Creation Story • Parable of The 3 Servants • ‘From The Tiny Ant’, ‘All Things Bright and Beautiful’ and ‘Care For The World’ (songs) •

	<ul style="list-style-type: none"> • The Very Worried Sparrow <p>Spiritual, Moral, Social and Cultural Development</p> <ul style="list-style-type: none"> • Developing a sense of 'awe and wonder', appreciation, thankfulness generosity and sharing • The importance of reflection and listening to one another • Develop awareness of others and their viewpoints • Coping with worries and supporting others • Attitudes and behaviour towards the natural world, care towards creation - Teaching the school, lunchtime and end of day prayers - Introducing children to the prayer table and the use of our natural outdoor area as quiet, reflection zones 	<ul style="list-style-type: none"> • Reflective practice • Music appreciation • Art appreciation • Team work, sharing ideas, communicating - Singing Christmas Carols - Practising and performing Nativity play - Exploring the celebrations of other religions that are similar to Christmas - Looking at how Christmas is celebrated different around the world - Joining Collective Worship with the rest of KS1 	<ul style="list-style-type: none"> • Jesus in the Temple (Luke 2:39-52) • Feeding of the 5000 (Matthew 14:13-22/ Mark 6:30-44/ Luyke 9:10-17/ John 6:1-5) • Healing of the Paralysed Man (Mark 2:1-12) • John 13: 34 (A New Commandment) • Spiritual, Moral, Social and Cultural Development • Reflection and reflective qualities • Examining right and wrong of people within Bible stories and how people react to different events • Build an understanding of sharing ideas and discussing issues in a safe and conducive environment • Appreciation of music and art within context of Christian stories • Listening and learning hymn 'Love One Another' 	<ul style="list-style-type: none"> • Palm Sunday (Matthew 21:1-11, Mark 11: 1-11, Luke 19:28-40, John 12:12-19) • Last Supper (Matthew 26:17-29, Mark 14: 12-25, Luke 22:7-19, John 13-14) • Garden of Gethsemane (Matthew 26: 36-46) • Jesus dying on the cross (Luke 23: 26-43) • The empty tomb (Matthew 28:1-10, Mark 16:1-10, Luke 24:1-11, John 20:1-18) <p>Spiritual, Moral, Social and Cultural Development</p> <ul style="list-style-type: none"> • Understanding how people celebrate and remember things that are important to them • Importance of saying sorry for the things we have done wrong and repairing relationships – with each other and God • Beginning to understand ways people show love to each other and the importance of having friends 	<ul style="list-style-type: none"> • The 10 Lepers (Luke 17:11-19) • Zacchaeus (Luke 19:1-10) • The Centurion's Servant (Matthew 8:5-13) • Jesus Calming the Storm (John 6:16-21) <p>Spiritual, Moral, Social and Cultural Development</p> <ul style="list-style-type: none"> • Reflecting on and exploring emotions and what we need to help us • Thinking about people who are: hungry, blind, ill, alone, sad and/or afraid and what we can do to help • Thinking about people who help us e.g. doctors, firefighters, lifeboat rescuers, teachers, family, friends, etc. • Links with projects/ charities locally and around the world which support people who are hungry 	<p>Spiritual, Moral, Social and Cultural Development</p> <ul style="list-style-type: none"> • Awe and Wonder of the world in which we live • Family worship • Belonging to a community • Caring for insects/ animals/ people • Teaching how to value the world
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