







| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Possible Themes/Interests/Lines of Enquiry | Ourselves/Families Autumn Community - Library visit Maps Farm animals | Autumn/Winter Bonfire Night/Firefighters Christmas and Nativity Habitats or Space Diwali | Winter Chinese New Year Pancake Day Journeys, maps, routes Chester Zoo visit | Easter Planting/Gardening/Spring/life cycles Journeys Life cycles Maps and Routes | Forest schools People who help us Summer Vets | Summer Forest schools Vegetables/planting Holidays Superheroes Healthy eating |
| Communication and Language  | Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound. | Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books. | Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives, Learn rhymes, poems and songs. | Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition. | Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. |
| Personal, Social and Emotional Development Self-regulation  One Decision (PSHE) | <p><i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. <i>Build constructive and respectful relationships.</i></p> | <p><i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i></p> | <p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.</p> | <p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> | <p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i></p> | <p><i>Able to identify and moderate own feelings. See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> |
| <p>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 focussed attention to what the teacher says, responding appropriately when when engaged in activity, and show an ability.</p> <p>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.</p> <p>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.</p> | | | | | | |
| Christian Values | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Heartsmart | Get Heartsmart | Don't forget to let love in! | Too much selfie isn't healthy! | Don't hold on to what's wrong! | Fake is a mistake! | No way through isn't true! |
| Discovery RE and Understanding Christianity | What makes people special? Religions: Christianity, Judaism | What is Christmas? Religion: Christianity | How do people celebrate? Religion: Hinduism | What is Easter? Religion: Christianity | What can we learn from Stories? Religion: Christianity, Islam, Hinduism Sikhism | |
| Physical Development  | Further develop the skills they need to manage the school day successfully: Put on coat and zip up Put on wellington boots Put on shoes Put book bag and water bottle/lunch box away Children will begin to use a tripod grip when using mark making tools | Begin to develop control and correct grip of pencil and mark making tools. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Children will accurately draw lines, circle and shapes to draw pictures | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Children will handle scissors, pencil and glue effectively | Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity Healthy eating Tooth brushing 'Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian. Children will use cutlery effectively | Combine different movements with ease and fluency – dance Develop the foundations of a handwriting style which is fast, accurate and efficient. Children will hold scissors correctly and cut out shapes | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics and sport Children will form letters correctly using a tripod grip |
| <p>Develop fine motor control skills through: Funky fingers – threading, cutting, weaving, playdough, Dough disco, Mark making, Construction, Drawing and Writing</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> | | | | | | |

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| <p>Literacy</p> <p>Reading</p>  | <p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Handwriting: Draws lines and circles. Makes marks – gross motor and fine motor opportunities</p> | <p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Handwriting: write some or all of their name Write some letters accurately Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand</p> | <p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p> <p>Word Reading: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words. Read a few common exception words matched to the school's phonic programmes Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> | <p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p> <p>Word Reading: Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p> | <p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. Word Reading: Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p> | <p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. Word Reading: Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes Handwriting: Use a pencil effectively to write letters that can be clearly recognised and most of which are correctly formed</p> |
| <p>Phonics</p> <p>Refer to the Little Wandle Scheme</p> | <p>Phase 2 graphemes Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l the Tricky words – l, is, the</p> | <p>Week 1 ff ll ss j Tricky words - put* pull* full* as Week 2 v w x y Tricky words - and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Tricky words - go no to into Week 4 sh th ng nk Tricky words - she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> | <p>Week 1 ai ee igh oa Week 2 oo oo ar Tricky words - or was you they Week 3 ur ow oi ear Tricky words - my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Tricky words - are sure pure Week 5 longer words</p> | <p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ No New Tricky words - Review all taught so far Secure spelling</p> | <p>Week 1 short vowels CVCC Tricky words - said so have like Week 2 short vowels CVCC CCVC Tricky words - some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words Tricky words - were here little says Week 4 longer words compound words Tricky words - there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words - out today</p> | <p>Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root word ending in: –er, –est longer words No New Tricky words - Review all taught so far Secure spelling</p> |
| <p>Super Six!</p> | <p>Owl babies by Martin Waddell The Colour Monster by Anna Llenas The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey Pumpkin soup by Helen Cooper Little Red Hen by Ladybird Farmer Duck by Martin Waddell and Helen Oxenbury</p> | <p>Whatever Next by Jill Murphy Can't you sleep Little Bear by Martin Waddell Laura's Star by Klaus Baumgart The Gruffalo by Julia Donaldson and Alex Sheffler The Christmas Story Little Robin Red Vest by Jan Fearnley</p> | <p>The Queens knickers by Nicholas Allan Mr Wolf's Pancakes by Jan Fearnley The Runaway Wok – A Chinese Folk tale Mr Gumpy's Outing by John Birmingham The Train Ride by June Crebbin How to catch a dragon by Caryl Hart and Ed Heaves</p> | <p>Rosie's Walk by Pat Hutchins Jasper and the Beanstalk by Nick Butterworth The Very Hungry Caterpillar by Eric Carle The Easter Story Jack and the Beanstalk – Traditional Tale The Tiny Seed by Eric Carle</p> | <p>Dear Zoo by Eric Carle The Three Little Pigs – Traditional Tale Dogger by Shirley Hughes People Who help us – non-fiction texts Emergency! By Margaret Mayo The Great Pet Sale by Mick Inkpen</p> | <p>We're going on a bear Hunt by Michael Rosen Oliver's Vegetables by Handa's Surprise Superworm by Julia Donaldson and Alex sheffler The Lighthouse Keepers lunch by Ronda and David Armitage Where's my Teddy? By Jez Alborough</p> |
| <p>Pathways to Write Text</p> | <p>Gingerbread Man by Mara Alperin</p> | <p>I'm going to eat this ant by Chris Naylor-Ballesteros</p> | <p>Naughty Bus by Jan Oke</p> | <p>The Journey Home by Emma Levey</p> | <p>Silly Doggy by Adam Stower</p> | <p>Supertato by Sue Hendra</p> |
| <p>Literacy</p> <p>Using Pathways to Write Gateway Keys through Pathways to Write suggested text or other appropriate texts</p>  | <p>Retell and labels Outcome – To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening. Pathways to write keys Gateway keys (non-negotiables/basic skills) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Mastery keys (age/stage development expectations)</p> | <p>Labels and Captions Outcome – To label a plan and attempt to write a simple caption Pathways to write Keys Gateway Keys (non-negotiables/basic skills) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Mastery Keys (age/stage development expectations) Spell words by identifying the sounds and then writing the sound with letter/s Form lower case letters correctly</p> | <p>Recount Outcome - To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus Pathways to write keys Gateway keys (non-negotiables/basic skills) Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding</p> | <p>Fiction Outcome - To retell/rewrite the story Pathways to write keys Gateway keys (non-negotiables/basic skills) Form lower case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense Mastery Keys (age/stage development expectations) Form lower-case and some capital letters correctly</p> | <p>Fiction Outcome - To rewrite the story Pathways to write keys Gateway keys (non-negotiables/basic skills) Form lower-case and some capital letters correctly Write short sentences with words with known letter-sound correspondences Re-read what they have written to check that it makes sense Mastery Keys (age/stage development expectations)</p> | <p>Fiction Outcome – To rewrite the story Pathways to write keys Gateway keys (non-negotiables/basic skills) Form lower-case and some capital letters correctly Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense Mastery Keys (age/stage development expectations) Form lower-case and some capital letters correctly</p> |

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| | Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly | Re-read what they have written to check that it makes sense | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Mastery Keys (age/stage development expectations) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words Read a few common exception words matched to the schools phonic programme | Write short sentences with words with known letter-sound correspondences Re-read what they have written to check that it makes sense | Form lower-case and some capital letters correctly Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense | Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense |
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| Vocabulary Suggested to accompany pathways to write text | piping hot cinnamon swirled scurrying milk churns smirked tumbled barn scrambled scampered haystack lane bleated thistles riverbank whirled orchard bakery toppled meadow | Supper ant scooped wriggling anteater speared stinging tongue scrumptious served smoked sautéed smothered savoury salami splattered seared simmering sundried | full London cosy important buildings tucked up mess traffic tall handsome bus stop reflection silliest passengers hook lonely garden winch powerful pond | elements hatched city abandoned hatchling treacherous chaotic/chaos coop teetered embark sea blustery enormous rooftop city guided chimney mountain shudder gutter cave | wonderful mucky lovely pretty shaggy secretly short garden terrible paws emergency tail sticky park | flannel closed in commit belonged crept escapee snuck up air yelled marched summoned up frozen cornered vegetables |
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| Mathematics  Supplemented with White Rose/NRICH materials | Subitising <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. Cardinality, ordinality and counting <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. Composition <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. Comparison <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' Shape and space, Measure and pattern <ul style="list-style-type: none"> size matching | Subitising <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality and counting <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. Composition <ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. compare sets using a variety of strategies, including 'just by looking', by subitising and by matching Comparison <ul style="list-style-type: none"> compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. Shape and space, Measure and pattern <ul style="list-style-type: none"> heavier and lighter full and empty order short sequences of familiar events, use everyday language to talk about time comparing height and length with different objects | Subitising <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Cardinality, ordinality and counting <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number Composition <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. Comparison <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. Shape and space, Measure and pattern <ul style="list-style-type: none"> comparing height comparing length days of the week ordinal numbers measuring time | Subitising <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality, and counting <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. Composition <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. Comparison <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system. Shape and space, Measure and pattern <ul style="list-style-type: none"> 3D shapes – matching objects Matching 3D shapes with real life objects Patterns Explore odds and evens Use language of time | Subitising <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. Cardinality, ordinality and counting <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. Composition <ul style="list-style-type: none"> explore the composition of 10. Comparison <ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system Shape and space, Measure and pattern <ul style="list-style-type: none"> capacity – which holds the most/least/same? Measure – measuring height with variety of non-standard units Measure – measuring length with variety of non-standard units Count in 2's including 2 objects at a time up to 20 | In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. Subitising Subitise (recognise quantities without counting) up to 5 Comparison Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Counting Verbally count beyond 20, recognising the pattern of the counting system Patterns with numbers to 10 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Automatic Recall Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts) Understanding of numbers to 10 Have a deep understanding of number to 10, including the composition of each number Add and subtract within 10 Doubling and halving Add and subtract within 10 Doubling and halving Problem solving – interpret results of a survey Problem solving – explore block diagrams Review and Assess EYFSP submission |
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- copy and continue a pattern
- make a pattern
- naming and sorting shapes
- choose shapes for particular purpose
- positional language

Understanding the World



Ongoing throughout the year

Past and Present
People, Culture and Communities
The Natural World

History: Past and Present
Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about themselves and how they have changed.

Geography: People, Culture and Communities
Know about features of their immediate environment
Where do I live?

Science: the Natural world
Explore the natural world around them – nature walks, etc. Consider what they see, hear and feel
Children will understand the terms ‘same’ and ‘different’

Geography: People, Culture and Communities
Recognise some similarities and differences between life in this country and others

Science: the Natural World
Children will talk about effects of changing seasons on the area around them, consider what they see, hear and feel

RE: People, Culture and Communities
Recognise that people have different beliefs and celebrate special times in different ways – Harvest, Christmas, Diwali

History: Past and Present
Children will talk about the lives of people around them, past and present and what has been read to them
Children will know about the past through settings and characters – Look at castles, images from the past, our King and situations in the past

Geography: People, Culture and Communities
Recognise some environments that are different to the one in which they live – compare Winsford with London.
Draw information from a simple map
Look at places on a map/globe
Children will know about people who help us in the community

Science: The Natural World
Children will talk about features of the environment they are in and learn about the different environments

RE: People, Culture and Communities
Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year

Geography: People, Culture and Communities
Look at places on a map/globe – compare and make own maps

To have experiences out of school – visit/train journey

Science: The Natural World
Explore the natural world around them making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things - Looking after chicks

Children will make observations and discuss similarities and differences.

RE: People, Culture and Communities
Understand that some places are special to members of their community – visit church
Recognise that people have different beliefs and celebrate special times in different ways - Easter

History: Past and Present
Comment on images of familiar situations in the past – revisit and retrieve

Geography: People, Culture and Communities
Children will know about the people who help us within the community – vet/emergency service

Science: The Natural World
Explore the natural world around them – nature walks, etc. Consider what they see, hear and feel.

Science: The Natural World
Explore the natural world around them. To have experiences out of school – Forest Schools, local walks – consider what they see, hear and feel
Explore the natural world around them – planting potatoes

Geography: People, Culture and Communities
Look at some environments and how they are different to the one in which they live – farm - town of Winsford

Science: The natural world
I will know some important processes and changes in the natural world, including states of matter

Begin to develop a sense of **continuity and change** by being able to **compare and contrast characters from stories throughout the year, including figures from the past.**
Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**
Explore the natural world around them making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.
Understand the effect of changing seasons on the natural world around them and important processes, including states of matter.
To have experiences out of school, and to meet important people.
Describe what they see, hear, and feel whilst outside.
To listen to a selection of stories, non-fiction, rhymes poems to foster an understanding of our culturally, socially, technologically and ecologically diverse world.

Expressive Arts and Design



Develop storylines in their pretend play.

To sing nursery rhymes
To find the pulse and tap or move in time

Charanga Songs:
Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song
Things for Fingers

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Charanga Songs:
I’m A Little Teapot
The Grand Old Duke of York Ring O’ Roses
Hickory Dickory Dock Not Too
Difficult
The ABC Song

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

To clap rhythms and play rhythms on percussion instruments

Charanga Songs:
Wind the Bobbin Up Rock-a-bye Baby
Five Little Monkeys Jumping on The Bed
If You’re Happy and You Know It

Create collaboratively sharing ideas, resources, and skills.

To explore pitch

Charanga Songs:
Old Macdonald
Incey Wincey
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Listen attentively, move to, and talk about music, expressing their feelings and responses.

To perform musical patterns on percussion instruments

Charanga Songs:
Big Bear Funk

Watch and talk about dance and performance art, expressing their feelings and responses.

Charanga Songs Reflect, Rewind & Replay:
Big Bear Funk
Baa, Baa Black Sheep Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row row row your boat

Art Access
Self-portraits and Marbling

Art Access
Ducklings and Textures of feathers

Art Access
Making a creature from clay

Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.