

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about you	Autumn/Christmas	Out and About	Animals/Easter	Under The Sea/Pirates	Minibeasts
Enrichment	Navratri Harvest	Remembrance Day Bonfire Night World Cup 2022 Diwali Christmas Hanukkah	Chinese New Year Holi Pancake Day Mothers' day World Book Day	Easter Vaisakhi St George's Day Ramadan Eid Al-Fitr	King Charles III Coronation Ramadan	Eid al-Adha Transition to Year 1
Additional sharing texts that promote cultural diversity and PSED	Starting School I have to start school today Fair shares Halibut Jackson Remixed The Colour Monster I Love Me On Sudden Hill The Perfect fit The Family Book Meesha Makes Friends In every house on every street We are Family	Funnybones Pumpkin Jack Autumn poem Why do we Wear Clothes? Tree Pip and Egg Not a Stitch Walk in the Woods The tell me tree The Christmas eve Tree Snowball The Christmas Surprise	Rosie's Walk Last Stop on Market Street The Kindest Red Voices in the Park The Same but Different Too Paddington's London Story Treasury Kiki's London Whatever Next The Big Green Crocodile Out and About The Great Race Look Up! How to Catch a star Moon Rocket Poem	That Rabbit Belongs to Emily Brown The Teddy Robber Pardon said the Giraffe Dear Zoo And Tango makes Three Penguin Pig Old Macdonald had a Phone Farmyard Hullabaloo The Odd Egg Harry and the Bucketful of Dinosaurs The Happy Easter Granny's Easter eggs are not the sort you eat The dinosaur that pooped a princess Happy in our skin	Shark Lady Give me back my bones Octopus Shoctopus What a Sub Sees The Odd Fish Boo A Fishy Mystery What a Waste Tropical Terry Seas and Oceans The Fish who could Wish Deep Sea Diary Julian is a Mermaid Wishes Commotion in the Ocean Tiddlers Tale	Born to Fly Minibeast Adventures Minibeasts Ladybird Worms Walters Wonderful Web Spiders Hotel of Bugs Bug Bones The Angry Ladybird What the Ladybird Heard. Superworm
PSED	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Building Relationships Self-Regulation Managing Self	New beginnings Golden rules Good sitting Who's who Rules and routines in the classroom (lunch, tidying up, end of the day) Managing their own needs – hygiene/healthy eating. Making new friends Sharing toys and taking turns Relationships What makes a good friend?  Forest School	Emotions Self confidence Value themselves and others Building positive relationships Understanding right and wrong Express their feelings and consider the feelings of others. Celebrating and understanding differences and similarities Build constructive and respectful relationships  Forest School	Looking After our World  Learning about your own qualities, differences and strengths. Identifying and manage your feelings socially and emotionally. Using scenarios to understand feelings and behaviours.  Talk them through why we take turns, wait politely, tidy up after ourselves and so on  Forest School	Random acts of Kindness Looking after pets  Healthy me  Show resilience and perseverance in the face of challenge.  Forest School	Looking after others Friendships Dreams and Goals Discuss why we take turns, wait politely, tidy up after ourselves and so on.  Using your own experiences to think about your own feelings and emotions.  Give children strategies for staying calm in the face of frustration.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Dreams and Goals  Positive attitude towards change  Prepare for transition to year 1.  How to keep fit and well.
Communication and Language	Sequencing pictures from a story. Developing active listening skills Learning and using social phrases Joining in repeated refrains Responding to music and how it makes us feel Learning and performing an Autumn poem Developing vocabulary based on topics and books. Following daily routines and instructions. Talking in small group situations.		Sequence and describe past and present events. Talking in whole class situations. Non-fictions books and finding information. Awareness of how and why questions. Learn and perform a dinosaur/space poem. Developing vocabulary based on topics and books. Zoo Debate		Articulating thoughts and feelings in well-formed sentences. Speaking in full sentences using a range of connectives. Understanding how and why questions. Learn and perform a Summer/topic-based poem. Developing vocabulary based on topics and books.	
Physical Development Gross Motor	Manipulate tools to draw lines and circles. Develop gross motor skills and bodily awareness of letters and movement. Take jumper and trousers on and off. Take waterproofs /coats on and off.  GS4PE -Introduction to PE Unit 2 Forest School	Manipulate tools to draw lines and circles. Develop gross motor skills and bodily awareness of letters and movement. Take jumper and trousers on and off. Take waterproofs /coats on and off.  GS4PE- Fundamentals Unit 2 Forest School	Can change for PE with some help and back into uniform. Can turn jumper the right way round Understands the need for good practise when it comes to exercise. Exploring how their body parts move. How roll/bounce/kick a ball  GS4PE -Dance Unit 2 Forest School	Can change for PE with some help and back into uniform. Can turn jumper the right way round Understands the need for good practise when it comes to exercise. How to create shapes with body on/off apparatus. Linking actions together creating a sequence.  GS4PE - Gymnastics Unit 2 Forest School	To use anticlockwise movement and retrace vertical lines To change into PE kit and back again, independently. Move with control and coordination. Express ideas through music. Throwing with accuracy to a target Kick a ball at a target with control  GS4PE -Games Unit 2	To use anticlockwise movement and retrace vertical lines To change into PE kit and back again, independently. Balance and safely use apparatus. Create short sequences Jump from height. To travel around, over and through apparatus. Rock and roll with control. GS4PE -Ball skills Unit 2

Physical Development Fine Motor	Hold and use a writing tool with comfortable grip good control. Develop dominant hand. Begin to write name. To hold scissors correctly and cut along straight line with helping hand. Hold a paintbrush and paint a picture Participate in cooking activities Use printing materials Use a template Develop upper arm and shoulder strength Retrace a vertical line Develop bodily awareness of letters and movement.		Hold a pencil correctly and form recognisable letters, most of which are correctly formed. Hold a paint brush correctly, with control, creating small movement. Participate in cooking activities -spreading, cutting, sprinkling. Can join and fix when creating a model Good hand control when printing		Hold a pencil correctly and form recognisable letters, most of which are correctly formed. Use bridge technique when chopping Thread fruit on a skewer Tear paper to create collage Use a variety of sized paint brushes Begin to write within the lines and placing some letters on lines	
Literacy – Comprehension & Word reading (Phonics scheme)	Rocket Phonics scheme Shared Reading – text direction; features of a book; Who, what, where, when questions. Wordless Big Books – comprehension skills. Discuss events, characters and setting in books. Reading – 1:1 with adult.		Rocket Phonics scheme Shared reading – illustration inference skills; prediction of key events using illustrations. Fiction and Non-fiction comparisons. Retelling stories using pictures and known language patterns. Discuss story preferences and reasons for this. Guided reading sessions.		Rocket Phonics scheme Sequencing stories using text and illustrations Shared Reading – open ended comprehension questions; inference; reading with expression. Guided Reading sessions	
Literacy – Writing Focus	Story scribing (all year) Shared write of class rules Mind mapping potential class names Story maps Sequence Pete the cat Label parts of the Gruffalo Sequence the Gruffalo Explore rhyme and alliteration Generate rhyming couplets Write Gruffalo crumble recipe Identify different characters within the text and describe their feeling Record how they are feeling each morning on a chart Write thought bubbles for the characters to express emotions	Story scribing (all year) Story maps Labels for pictures and models Missing duck poster Tasting butternut squash soup 'Silly Soup' creating rhyming words Learn, recite and perform Autumn poem Letter to Santa. Label pictures to make a Christmas list Labels for reindeer food. Celebration card Name writing Spell Writing Generating own rhymes Matching object to initial sound Follow a story without pictures or props Recipe writing Record words which may describe how the soup tastes Match rhyming objects	Story Scribing (all year) Adapt a line of the poem Invitation to afternoon tea event Instructions for making a sandwich Postcards Creating and labelling a familiar route Diary entry (Coming to England) Draw and label key features that Floella visited during her trip Making own maps Describe a key attraction you would find in London Identify rhyme and alliteration within the poems Explore the structure and format of poems. Act out a poem using actions. Identify places on a local map that may be familiar Discuss photographs of features within the local area and write about your favourite place	Story Scribing (all year) Labelling animals Animal fact Cards using non-fiction books Recount of school trip to the Farm Create own ending to a poem Writing speech bubbles Explore use of fiction and non-fiction texts Write a list of foods that may be eaten by a herbivore, carnivore and omnivore. Create your own Top Trump style cards of a wild animal Write an additional page of 'Dear Zoo' using a different animal Write a letter to a zoo Hold a debate on whether animals should be kept in captivity and record the findings on a mind map Create a piece of shared poetry.	Story Scribing (all year) Message in a bottle linked to The Rainbow Fish. Create your own pirate Save the planet poster A wish on a fish Label key features of a pirate ship Be a part of a role-play scenario linked to the story Create a 'Wanted' poster to find Sam Sly. Write a letter to the mermaids' friends to say she is safe. 'Hot seating' What would the mermaid and Sam sly say? Sort objects, to record into categories plastic, paper, glass etc Write a kind message on a scale to add to a class fish	Story Scribing (all year) Shopping lists Writing and sorting healthy and unhealthy foods Life cycle of a caterpillar Writing instructions Questions for Year 1. Letter to pre school Shared additional verse to a poem Record what children have eaten by making a food diary Sequence the story in order of the days of the week Compare and contrast last 2 books by the Author Eric Carle, record similarities and differences Write what your ideal pet would look like. Create an alternate verse with rhyming words that sequences and makes sense as a shared write.
Story Scribing	A progression of reading and writing skills taught throughout the year. Adults initially transcribe pupil's ideas, word for word, leading to modelling letter formation, sentence structure, story openings, composition, for pupils to begin to scribe their own ideas with their current phonetic knowledge and skills and eventually become as independent as possible at writing their own story. Taught through topics and a range of fiction books.					
Maths	<b>Number</b> <ul style="list-style-type: none"><li>• Subitise to 5.</li><li>• Build numbers out of 1's.</li><li>• Cardinality of 5 using fingers and dice patterns to recognise and represent numbers.</li><li>• Compare using amounts for comparison within their play and everyday experiences.</li><li>• Begin to have an awareness of the composition of 5.</li><li>• Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral.</li></ul> <b>Numerical Pattern</b> <ul style="list-style-type: none"><li>• Count aloud in order to 5 and beyond.</li><li>• Begin to understand the order of numbers 5-10</li><li>• Begin to know the days of the week</li><li>• Copy, continue and create an AB pattern.</li><li>• Notice and correct an error in an AB pattern.</li><li>• Use language to describe the relationship between quantities (e.g. 'more than, less than and equal to')</li></ul> <b>Shape, Space and Measure</b> <ul style="list-style-type: none"><li>• Can correctly name the 2D shapes.</li><li>• Combine building blocks to make complex shapes (e.g. arches, crosses)</li><li>• Engage with capacity activities and share what they can see happening, knowing when something is empty or full.</li></ul>		<b>Number</b> <ul style="list-style-type: none"><li>• Recognising and naming digits (1-10)</li><li>• Apply the cardinal principle to groups of objects to 10.</li><li>• Use counting to share and group objects.</li><li>• Become confident using and applying the part whole model, to explore number composition 1-5.</li><li>• Have an awareness of mathematical symbols.</li><li>• Automatically recall number bonds to 5.</li><li>• Solve real-life maths problems with numbers up to 5.</li></ul> <b>Numerical Pattern</b> <ul style="list-style-type: none"><li>• Accurately count items to 10 with one-to-one correspondence.</li><li>• Verbally count to 20 aloud, with not all teen numbers in sequence.</li><li>• Name the days of the week confidently</li><li>• Understand the days of the week are in an order and can recall them</li><li>• Copy and continue a more complex pattern. E.g. ABC, ABB, ABBC</li><li>• Know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning.</li><li>• Able to identify one more/ one less to consecutive numbers.</li><li>• Begin to explore the pattern of double facts to 5.</li></ul> <b>Shape, Space and Measure</b>		<b>Number</b> <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number</li><li>• Subitise (recognise quantities without counting) up to 5</li><li>• 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 double facts.</li></ul> <b>Numerical Pattern</b> <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul> <b>Shape, Space and Measure</b> <ul style="list-style-type: none"><li>• Identify and describe features of 2D shapes (e.g. orientation, size, number of sides)</li><li>• Move and combine shapes to compose, and decompose, 2D pictures.</li><li>• Know the names of 3D shapes.</li><li>• Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks)</li></ul>	

	<ul style="list-style-type: none"> <li>• Begin to understand the concept of time through past, present and future events.</li> <li>• Identify different elements of measure such as heavy and light, big and small, long and short.</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss the features of a familiar route and represent these using detailed marks</li> <li>• Identify 2D shapes circle, square, rectangle and triangle.</li> <li>• To start seeing shapes within shapes e.g.: the triangle and square in a house.</li> <li>• Able to discuss and explore the concept of ‘half’ when discussing capacity or sharing.</li> <li>• Discuss events with an adult using the terminology today, yesterday and tomorrow</li> <li>• Begin comparing elements of measure.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe a more route using a bank of locational/positional terminology*</li> <li>• To confidently apply the language and understanding to the terms full, empty and half full when exploring capacity.</li> <li>• To use the terms today, yesterday and tomorrow with increased confidence.</li> <li>• Use the terms bigger, smaller, longer, short, heavier and lighter to describe the compared measure</li> </ul>	
Past & Present (History)	Birthdays Days of the week Families -Generations Welcome box -Sharing past memories Birthdays & celebrations.		Days of the week Changes and growth. Discuss things they could do now which they could not do when they were younger. Explore cave paintings Explore Dinosaur extinction theory Discuss when children may have visited London or different countries around the world		Days of the week How the planet has changed over time-pollution Comparing household items from the past and what we use now (e.g. Phone, camera, typewriter)	
Nursery Rhymes/text to support our knowledge of past and present	Days of the week Familiar rhymes learnt in FS1 When I was 1...		London’s burning 5 fireworks		Polly put the kettle on Over the deep blue sea/When I was 1... Old King Cole Humpty Dumpty	
People, Culture & Communities (Geography, RE)	Special boxes – talk about their chosen objects and home life. Sharing Tapestry Festivals – Navratri Birthdays Forest School	Festivals – Diwali, Hanukah, Christmas Places special to us - homes, school, place of worship -Linked to Y1 Exploring occupations and people that help us Forest School	Chinese New Year Forest School Exploring land and sea Exploring globes and maps Identifying familiar features in within the local area	Dentist talk Animal homes and habitats Forest School	Looking at famous pirates	Their F2 journey.
The Natural World (Science)	Change in the weather/seasons Forest School	Observing change – pumpkins. Exploring ice and melting. Forest School	Fizzy star experiment Exploring what gravity is Looking at the solar system Forest School	Extinction theories. Habitats Nocturnal animals Forest School	Floating and sinking. Growing plants Recycling.	Caterpillar and frog life cycle.
Exploring Media and Materials (Art and D&T)	Scissor control Exploring Art Materials Drawing Painting Colour Mixing Wassily Kandinsky  Making and tasting soup and Crumble.	3D sculpture - Clay Drawing Painting Collage Split pin poppy  Making biscuits. Making and tasting Smoothies	Colour Mixing Artist: Claude Monet  3D sculpture – collection of materials Artist: Jill Townsley Making and tasting pizza. Making sandwiches – afternoon tea (Mother’s Day Afternoon	Printing Artist: Orla Kiely	Drawing Painting Collage Artist: Henry Matisse	Multi-media Art Mini beat hotel  Making and tasting fruit Skewers
Exploring Media and Materials (Being Imaginative and Expressive)	Formal music sessions follow Leicestershire Schools Music Service and in the continuous provision					
	Daily singing sessions Autumn Poem Hot seating- witches and wizards Acting out story scribing		Making treasure maps Acting out story scribing Moving like different Animals.		Hot seating – Mermaid and Sam sly Matisse Snail as inspiration for own work. Paul Klee as inspiration for own work.	