

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Topic		Marvellous Me	Celebrations and Festivals	Amazing animals	Houses and habitats	People Who help us	Oh I do like to be beside the seaside			
RE	Come and See	Myself	Welcome	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
	Caritas	Family and Community			Rights and Responsibilities			Solidarity and the Common good		
Physical Development		Throughout the year children will: <ul style="list-style-type: none"> <li>• Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision</li> <li>• Build up confidence when balancing during gymnastics and outdoor provision</li> <li>• To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year</li> <li>• Become independent with toileting/coats/snack time</li> </ul>								
Communication and Language Literacy	Phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	Phase 1 floppy's phonics	
	Fiction	The Gingerbread man What makes you happy? Only one you Elmer What makes me me?	Goldilocks and the three bears Mama Panya's Pancakes (a story from Kenya) Dim sum for everyone Light the lights (hanukkah and xmas) Here comes Diwali	Wake up time on Bumbles Farm (Twinkl) The Three Billy Goats Gruff Hurray for Birds Owl babies Dear zoo A lion in the meadow	The Three Little Pigs Five minutes peace This is our house The colour of home	Little Red Riding Hood Mog and the Vee Ee Tee The Zoo vet Charlie the Firefighter	10 little pirates Pirates Love Underpants Fidgety fish The Rainbow Fish The clumsy crab Pip and Posy			
	Non-fiction	two week my amazing body parts	Festival books	Chickens aren't the only ones	Houses and Homes Where we live	People who help us set	Seashore			
	Literacy	Throughout the year children will: <ul style="list-style-type: none"> <li>• Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment</li> <li>• Give meaning to marks made/drawings and develop forming recognisable marks</li> <li>• Show an interest in a range of books, using illustrations and storytelling language to re-tell these stories</li> <li>• Use daily phonics to engage children in letters and sounds, listening games, music and rhyme</li> </ul>								
Communication and Language		Throughout the year children will: <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Have opportunities to have conversations and develop vocal sound formation in doing this</li> <li>• To respond to instructions and directions through adult initiated/led and child led activities</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> </ul>								
Maths		Children to recite numbers in order using a range of number songs To show an interest in numbers in the environment To show an interest in shapes in the	Children to recite numbers to 10 Children to begin to count objects  Children to use the language of every day shapes- big/small/tall Children to begin to learn names of shapes	To begin to recognise numbers 1-5 and practice these regularly  Children to construct a bridge using a variety of different shapes, investigating which shapes work and which did not work	To recognise numbers 1-5 confidently and begin to match objects to quantity.  Children to begin to notice similarities and differences in shapes of a flower and insects.	To begin to recognise numbers 6-10 To be secure in numbers 1-5  To recognise a circle, square, triangle, rectangle, star, heart, diamond confidently	To recognise numbers 1-10 confidently and match quantity of objects.  Children to create a piece of artwork using a variety of different shapes for a purpose-picture of the seaside.			

	environment and use these during play	during focussed activities					
Understanding the world		Children will make new friends and become confident with new people	Children to talk about their own experiences and special times they have shared with their family		Night/Day animals- children to understand the differences in the natural surrounding- habitats		
	Celebrations	Diwali	Bonfire night Christmas	Chinese New year	Mother's day Easter	Eid-al-Fitr Father's day	
Expressive Arts and Designs		Throughout the year children will: <ul style="list-style-type: none"> <li>Sing a variety of nursery rhymes and become familiar with these</li> <li>To move to music and play instruments to a variety of different songs</li> </ul>					
	Arts and Design	Collage - Pattern - Collage	Printing - Printing using everyday objects, vegetables and natural resources.	Colour - Colour mixing - Explore different marks - Use different paint techniques	Drawing - Still life drawing - Create fruit faces	Design - Construct using reclaimed materials, wood and paper.	Sculpture - Create clay sculptures.
	Music	Sing familiar nursery rhymes.	Sing familiar nursery rhymes.	Explore pitch and dynamics (high/low, loud/quiet)	Explore tempo (fast/slow, long/short)	Follow a steady beat.	Compose simple songs.
PSED	<p>Make relationships with staff and children in the class</p> <p>Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour</p> <p>Get children familiar with the environment</p>	<p>Children will learn all about a range of feelings and emotions during circle time- use 'Feeling's Fred' to teach these</p> <p>Children will also learn about sharing, being put into small groups to teach and model this.</p> <p>Big emphasis on tidy up time- use the song to encourage this.</p>	<p>Make a class charter to encourage children to become aware of their rights- use this throughout the year</p> <p>Children to understand and accept the need of others through the use of group sharing activities and listening games</p>	<p>Children will be responsible for their own plant to look after.</p> <p>Children to talk about their achievements with their flower/plant</p> <p>Children to develop the skill of problem solving independently, when going on mini-beast hunt.</p>	<p>Children to learn about safety when going out of school- confidence to talk about their visit to the farm- Children to adapt their behaviour in response to this.</p> <p>Children to be aware of behaviour expectations when going onto the coach.</p> <p>Children to recount their experiences to each other, listening and responding appropriately.</p>	<p>Changes- transition into Reception. Prepare children: wearing a uniform/ staying for lunch/ visit new classes/ Stay and play/ meet new teacher</p> <p>Children to share feelings about the transition, and to talk about these throughout.</p>	
Role Play	Home Corner	Toy shop/workshop	Farm / Vet	Home corner	Fire station	Beach hut	