

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	All About Me Autumn	Diwali Polar Christmas	Superheroes Dinosaurs	On Safari	'Down at the Bottom of my Garden'	Seaside and Pirates
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)	Being My Best Bouncing back when things go wrong Yes, I can! Healthy Eating (1&2) Move your body A good night's sleep	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
Communication and Language	Daily Activities that help children to: NELI Project Story Time Learning songs and Rhymes Vocabulary section on all CP planning grids to highlight new vocabulary Daily interaction and modelling of language					
Physical Development (Also see SCARF for PD links) Schemes/Resources: Healthy Movers Arena Leap into Life	Healthy Movers I can dress myself. Yoga Sitting position - Calmness - Breathing to slow heart rate - Balance	Fundamentals of Movement Yoga	Gymnastics Yoga	Dance: Three Little Pigs (See EAD link) Yoga Balancability	Games Yoga	Sports Day games and preparation Yoga

	Core strength					
	Fine motor skills activities practised daily through handwriting, funky fingers, construction, threading, dressing and undressing, dough disco, cutting and art & craft activities etc.					
Literacy <i>Reading- see Phonic Overview and Reading Scheme</i>	‘All About Me/Autumn’ Elmer The Squirrels that Squabbled Gruffalo Leaf Man	‘Autumn/ Night’ Diwali Polar Animals ‘Lost and Found’ The Gingerbread Man Christmas Story	‘Superheroes & Dinosaurs’ Supertato Daisy Tough guys have feelings too Harry and the bucket full of dinosaurs	‘On Safari’ Handa’s Surprise One day on our blue planet All aboard to the bobo road The very important Animals encyclopaedia I am a Tiger	‘Down at the bottom of the garden’ Tidy Aghh spider Oi frog Yucky worms Jack and beanstalk Planting/ minibeast	‘Seaside’ Pirates Transition Puffin peter Somebody swallowed Stanley The fish who could wish Hooray fish
Mathematics	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 <i>Shape - Name 2D shapes and their properties.</i>	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 <i>Shape - Name 2D shapes and their properties. Link to CP objective.</i>	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 —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)	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 <i>Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</i>	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) Oral —quick recall and Numbots Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns <i>Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</i>	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 <i>Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</i>

Understanding the World (Also see RE section below)	<p>‘Me’ & ‘Autumn’</p> <p>My family: name and describe people who are familiar to them</p> <p>Observe seasonal changes</p> <p>Nature walk</p> <p>Explore the natural world around them</p> <p>Describe what they can see, hear and feel whilst outdoors</p> <p>Discuss weather</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Special times:</p> <p>Diwali, Bonfire night, Christmas, Light and Dark</p> <p>Nocturnal animals: Owls</p> <p>Pumpkin investigation</p> <p>Recycling-caring for our environment</p> <p>Observe daily weather</p>	<p>Special Times:</p> <p>Chinese New Year, Shrove Tuesday</p> <p>Looks at map of world and beginning to be aware of other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities/ differences between life in this country and life in other countries.</p> <p>There are different beliefs and others celebrate special times in different ways.</p>	<p>Special Times:</p> <p>St Pirans day, Mothing Sunday Easter</p> <p>Observe seasonal changes</p> <p>Nature walk</p> <p>Explore the natural world around them</p> <p>Describe what they can see, hear and feel whilst outdoors</p> <p>Discuss weather</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Life cycles</p> <p>-butterflies</p> <p>-frogs</p> <p>Habitats</p> <p>Recognise some environments are different to the one in which they live (link ‘Tidy’ story)</p>	<p>Special Times: Fathers day, Holidays</p> <p>Investigating rock pools</p> <p>Floating and sinking</p> <p>Exploring the local area making simple maps of school</p>
	Religious Education	<p>F4: Being Special: where do we belong?</p> <div><div><p>Suggested questions you could explore:</p><p>How do we show respect for one another?</p><p>How do we show love/how do I know I am loved?</p><p>Who do you care about? How do we show care/how do I know I am cared for?</p><p>How do you know what people are feeling?</p><p>How do we show people they are welcome?</p><p>What things can we do better together rather than on our own?</p><p>Where do you belong? How do you know you belong?</p><p>What makes us feel special about being welcomed into a group of people?</p></div><div><p>Learning outcomes:</p><p>Plan learning experiences that enable children to ...</p><ul style="list-style-type: none">Recall religious stories making connections with personal experiencesShare and record occasions when things have happened in their lives that make them feel specialRecall simply what happens at a traditional Christian event (baptism and dedication)Recall simply what happens when a baby is welcomed into a religion other than Christianity<p>Culture link:</p><p>Making sense</p><p>Understanding impact</p><p>Making connections</p></div></div>	<p>F2: Why is Christmas Special for Christians?</p> <div><div><p>Suggested questions you could explore:</p><p>What special stories about Jesus are in the Bible?</p><p>Why do Christians perform Nativity plays at Christmas?</p><p>Why do Christians celebrate Jesus’ birthday?</p><p>What special things do Christians do at Christmas to share God’s love?</p><p>What makes every single person unique and precious?</p><p>How does the Christmas story tell Christians they are precious to God?</p></div><div><p>Learning outcomes:</p><p>Plan learning experiences that enable children to ...</p><ul style="list-style-type: none">Talk about people who are special to themSay what makes their family and friends special to themRecall simply what happens at a traditional Christian festival (Christmas)Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as JesusRetell religious stories, making connections with personal experiences</div></div>		<p>F3: Why is Easter special for Christians?</p> <div><div><p>Suggested questions you could explore:</p><p>What happens at the end of winter and the beginning of spring? How do ‘dead’ plants and trees come alive again?</p><p>What do Christians believe happened to Jesus? Why do Christians think this is such an important story?</p><p>What do Christians do at Easter?</p><p>Why do we have Easter eggs?</p></div><div><p>Learning outcomes:</p><p>Plan learning experiences that enable children to ...</p><ul style="list-style-type: none">Recognise and retell stories connected with celebration of EasterSay why Easter is a special time for ChristiansTalk about ideas of new life in natureRecognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in natureTalk about some ways Christians remember these stories at Easter</div></div>	
Expressive Arts and Design		<p>Activities based on topic work, seasonal changes and children’s interests that promote the following skills</p> <p>Using and naming colours</p> <p>Techniques: rubbing/ printing/ sketching/ collage</p> <p>Making marks with different tools</p> <p>Constructing using block resources</p> <p>Handling and manipulating different media- clay and collage</p> <p>Experimenting with joining materials- glue and tape</p> <p>Engaging in role play based on first hand experiences</p>	<p>Activities based on topic work, seasonal changes and children’s interests that promote the following skills</p> <p>Colour mixing activities</p> <p>Selecting colour for a particular purpose</p> <p>Using tools to create simple representations of events, people and places</p> <p>Constructs with a purpose in mind, using a variety of resources(junk modelling/ outdoor loose parts)</p> <p>Handling and manipulating different media- weaving and paper mache</p> <p>Begin to act out a narrative in role play based on first hand experiences and story book language and ideas</p>	<p>Activities based on topic work, seasonal changes and children’s interests that promote the following skills</p> <p>Explores shade of colour</p> <p>Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture)</p> <p>Representations are more detailed</p> <p>Begins to plan and adapt work</p> <p>Handling and manipulating materials- sculptures in wood, natural transient art form- using photography as a way of capturing and recording</p>		

	Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes. Christmas play Cheranga activities		Singing and performing- build up a repertoire of songs Experiment with instruments (outdoor area) Chinese New Year Dances Cheranga activities		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, visits & Visitors	Autumn Walk around wider school area- field, sensory garden	Owl Visit (Cancelled due to Covid) BBC orchestra online webinar workshop	Visit from Fire engine/ Police/Nurse (cancelled due to Covid) Teddy's Travels online workshop provided by the RAF Museum	Trip to Forest School	Walk of local area	Aquarium Roadshow visit