

| Term: | Autumn | | Spring | | Summer | |
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| Topic: | <p>'All About Me!' 'Long, long ago...'</p> <p>Q: Why am I special?</p> <p>Celebration Focus: Harvest</p> | <p>'In the deep, dark woods...'</p> <p>Q: What is in the woods?</p> <p>Season Focus: Autumn Celebration Focus: Diwali, Christmas, Hannukah</p> | <p>'Run, run as fast as you can...'</p> <p>Q: What do we need? <i>(Cooking and baking, shops and shopping)</i></p> <p>Season Focus: Winter Celebration Focus: Chinese New Year, Mothers' Day</p> | <p>'Dig, dig, digging...'</p> <p>Q: Where am I? <i>(Transport, map work, vehicles)</i></p> <p>Season focus: Spring, Celebration Focus: Pancake Day, Easter, Eid</p> | <p>'What a wonderful world...'</p> <p>Q: How does it grow? <i>(Plants)</i></p> <p>Season focus: Spring /Summer,</p> | <p>'What a beast!'</p> <p>Q: Who am I? <i>(animals)</i></p> <p>Season focus: Summer</p> |
| Class Texts: | <p>Elmer Rainbow fish The Colour Monster</p> <p>Little Red Riding Hood Goldilocks and the Three Bears Each Peach Pear Plum</p> | <p>The Gruffalo A Forest Leaf Thief Stickman Pick a Pine Tree Rama and Sita The Christmas Story</p> | <p>The Gingerbread Man Biscuit Bear The Little Red Hen Olivers Vegetables</p> <p>Lost and Found Penguin The Snowmen at Night</p> | <p>Dig, Dig, Digging Diggers and Dumpers Roadworks! Tap, Tap, Bang, Bang! Junk DNA Whatever Next Egg Drop</p> | <p>Five Little Fiends Where the Wild Things Are How to Catch a Star Little Cloud Handa's Surprise Supertato The Tiny Seed</p> | <p>AAAARGH Spider! Hopping Mad The Very Hungry Caterpillar Superworm Billy's Bucket What the Ladybird Heard at the Seaside</p> |

Prime Areas

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| <p>C&L Listening, Attention and Understanding and speaking</p> | <p>Communicates wants and needs uses simple sentences. High quality interactions. Beginning to ask and answer questions. Listening to stories and sequencing ideas Listening to and using new vocabulary.</p> | <p>Embedding new words in a range of contexts through conversations, storytelling and role play. Sensitive questioning that invites children to elaborate on own ideas. Using language to communicate and explain their feelings.</p> | <p>Ask and answer questions using: who, what, where and when questions. A language rich environment with new vocabulary and frequent reading opportunities. To actively engage with stories, non-fiction, rhymes and poetry Including retelling stories and listening games.</p> | <p>Follow instructions and recall instructions given. Listen and respond to peers and adults. Use talk to help work out problems and organise thinking.</p> | <p>Organise talk and sequence ideas together to express opinions about their interests. Hold back and forth exchanges with others. Ask and answer questions using – who, what, where and when. Learn new vocabulary and make use of it where appropriate.</p> | <p>Listen to others' opinions and express their own ideas. Ask and answer 'how' and 'why' questions. Offer explanations for 'why' things might happen. Predict.</p> |
| <p>PSED Self-Regulation Managing self Building relationships</p> | <p>New beginnings. Rules and boundaries. Circle time, good sitting/good speaking/good listening – what do these look like. How to take turns and share. Kindness. My feelings and emotions. What makes us special? What makes a family?</p> | <p>Being respectful for our differences. Consequences of actions. How to be a good friend. Feelings and emotions. Hygiene (incl. dental).</p> | <p>Respect, show sensitivity to own and others' ideas and needs. The importance of sleep. Positivity and bouncing back. Develops play ideas with others, friendship and falling out. Understanding the importance of following instructions.</p> | <p>People who help us/ keep me safe. Helping others and able to accept the needs of others during co-operative play. Can recognise their own feelings. Perseverance and challenge. (Excel) Able to solve problems but understands when they need help.</p> | <p>Inspiration, being inspired, inspiring others. Takes turns. Exercise and sleep. Healthy eating and basic hygiene, including dental. Looking After myself and my friends and forms positive relationships. Can follow simple instructions and rules.</p> | <p>Inspiration, being inspired, inspiring others. Same and different. Life stages and cycles. Changes. Being proud of who we are and what we do.</p> |

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| PD Gross Motor Skills Fine Motor skills | Gross Motor: large muscular shoulder movements using a range of large tools and apparatus, using resources safely. Ride a 3 wheeled scooter. Run and climb with confidence Fine motor: small muscular movements, finger strength development, using small tools and apparatus. Dressing and Undressing independently. Developing cutlery skills | Gross Motor: large muscle movements with a more fluent style of moving developing control and grace. Developing overall body strength, co-ordination and balance. Fine motor: develop small muscular movements so that a range of tools can be used competently. | Gross Motor: confidently using a range of large apparatus indoors and out. Continue to develop overall body strength, co-ordination and balance. Fine motor: small muscular movements, finger strength development, using small tools and apparatus malleable materials. Holding a pencil effectively. (tripod) | Gross Motor: Refine and develop a range of ball skills – throwing, catching, kicking, passing and aiming. Develop confidence, competence, precision and accuracy. Fine motor: develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to show accuracy and care when drawing. | Gross Motor: improve balancing skills and negotiate obstacles safely and with consideration for others. Manage their own risk. Fine motor: Hold a pencil effectively using a tripod grip. Begin to form letters accurately. | Gross Motor: demonstrate strength, balance and coordination when moving: running, jumping, skipping, hopping, dancing and climbing. Fine motor: Hold a pencil effectively using a tripod grip. Begin to form letters accurately and write fluently. Use scissors, brushed and cutlery with accuracy and care. |
| | Fundamental Skills, Changing for PE sessions and rules and routines of the session. | Movement in response to stimuli: Dance: LRRH. | Gymnastics: Mats: Rolls, jumps and balance. | Fundamental Skills: Games: Throwing, Catching and Kicking skills. | Gymnastics: Low Apparatus: traverse, balance, hold, jump and land. | Athletics & Sports Day Team racing and competing. |

Specific Areas

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| Literacy Comprehension Word Reading | Baseline Assessment | Phonics Ch 1 / 2:1 to 2:4 Enjoy listening to stories, reading and re-reading favourite books. Begin to hear the sounds in words and recognise some of them when reading. | Phonics Ch 2:5 to 2:7 Begin to understand what has been read. Build up confidence in blending and word reading. | Phonics Ch 2:8 Begin anticipate and predict key events in stories and to retell stories in their own words. To read simple phrases and sentences. | Phonics Ch 2 consolidation Re-read books and stories to build up confidence, understanding and enjoyment. Begin to retell stories in own words. | Phonics Ch 3:1 to 3:3 Demonstrate understanding of what has been read to them by retelling using their own words. Understand and use recently introduced vocabulary. | Phonics Ch 3:3 to 3:5 Read words that are consistent with their phonic knowledge. Use recently introduced vocabulary during discussions and role play. |
| | | Literacy Writing | Writing opportunities- labelling pictures of family portraits, name writing, through role play/challenges, writing for a purpose. | Writing own name, using initial sounds and beginning to write simple words. Record simple captions and labels. Independently and guided. | Write simple sentences and record simple captions when writing for a purpose. Re-read to check it makes sense. Labelling, shopping lists, tickets. | Writing using learnt sounds. Retelling stories using – first, next, then, after that and finally. Labelling maps, caption writing, non-fiction labelling and fact writing. | Use learnt sounds to support what is written. Reread their own writing. Labelling, life cycle of a plant, instruction writing, caption and simple sentence writing. |
| Maths Number | Baseline Assessment | Using numbers 1-5. Match and sort. Subitize to 5. Compare amounts. Represent and understand composition of numbers to 5. See parts within the whole. | Securing numbers 1-5. Compare numbers to 5 and use vocabulary: more than, less than, fewer, same as, equal to. Begin to understand 1 more and 1 less than. | Using numbers 1-10 Introducing zero Subitizing, exploring the composition of numbers 1-10with an emphasis on parts f the whole. | Securing numbers 1-10 Putting numbers in order, discussing 1 more and 1 less. Add two single digit numbers practically – count on to find the answer. | Have a deep understanding of number to 10, including composition. Subtract two single digit numbers practically – count back to find the answer. | Add and subtract two single digit numbers practically – count on or back to find the answer. |
| Maths Numerical Patterns | | Compare length, weight and capacity. Explore repeating patterns, circles and triangles and positional language. | Link numeral to number value. Begin to record quantities. Count beyond 10 and recall bonds 0-5. Compose and decompose shapes. 2D and 3D shapes. | Linking numeral with number value to 10. Counting beyond 10 automatically recalling number bonds to 10. Capacity, knowing how much something can hold. Weighing and measuring for a purpose. | Verbally count beyond 20, recognising the pattern of the counting system. Finding out how long/tall/wide something is for a purpose. Passage and sequencing of time. 3-D shapes and their properties. | Verbally count beyond 20. Counting patterns to 10, including odd and even, double facts and sharing. Spatial reasoning Adding more – real life problems | Verbally count beyond 20. Doubling, sharing and grouping. Odd and even numbers. Spatial reasoning- real life problems. Consolidation |

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| <p>UTW Past and Present. The Natural world. People, Culture and Communities.</p> | <p>Personal History: When I was in Nursery? Before school? What is old? What is new? Seasonal changes: Autumn Geography links: Exploring the immediate and local environment. All about my family, How we grow, Where I live? Talk about people who are familiar to them in the local community. Harvest and giving thanks/ helping others. Science links: Our bodies, naming body parts. Notice and discuss changes around them. Hygiene including dental hygiene. RE links: Other faiths and cultures, understanding the world around them. Special stories/ special books.</p> | <p>History links: Compare and contrast characters from stories. Remembrance Day Personal history: Christmas in the past Geography links: Environment around them, woodland and deforestation. Recognising different special places. Science Links: Observing similarities and differences in Autumn, Observing changes, colours and patterns in the environment, Colour and light/dark. Woodlands, trees, leaves, seeds and creatures. R.E links: Different celebrations between different religions and cultural communities in this country. Special places.</p> | <p>History Links: Comparing characters from stories including figures from the past. Geography Links: Recognising similarities and differences between lives in different countries. Our lives, our families, mothers' day around the world. Science links: Make basic representations of things they have observed. Name and label features of their observations. Hygiene including dental hygiene. Understand some important processes and changes including irreversible changes. Freezing and melting, cooking, toasting, popping pop corn. RE Links: Special Places</p> | <p>History links: how vehicles have changed over time. To begin to understand the past through settings encountered in books. Geo links: Looks at maps to show we live in England and that there are other countries in the world. Local maps, aerial views and streets. Google Earth. Science Links: Experience changes, cause and effect and make observations around them. Forces – pushes, pulls, gravity, buoyancy, R.E links: Compare different celebrations to Easter. Knows similarities and differences of different celebrations. Special People.</p> | <p>History links: Know some similarities and differences drawing on past experiences and stories. Geography links: where does our fresh food come from – is it grown locally? Looking at and using maps. Science links: observing plants, naming plants, labelling plants. Eating fruits and finding seeds, growing and measuring plants. What do plants need? What do we need? Hygiene including dental hygiene, sleep, water, light etc. Exploring natural weather systems in the world around us – wind, clouds, rain, rainbows. RE links: Our special world.</p> | <p>History links: Understand the past through settings, characters and events encountered in books read in class and storytelling. Geography links: Minibeast environments, what do different creatures need? Seaside, sand, sea, rockpools and formations. Adaptions to environments. Science links: Minibeasts and their different needs and environments. Lifecycles. Seaside, sea, oceans, tides, rock pools. Creatures. Sun safety and keeping ourselves healthy. RE links: Our special groups, belonging. Fathers' Day.</p> |
| <p>EAD Creating with Materials. Being Imaginative and Expressive.</p> | <p>Art Links: Exploring paint and making marks, Painting self-portraits, drawing their family, all about me montage, transient art faces, clay/playdoh faces, who lives in your home model. DT Links: Experiencing different construction kits. Pumpkin hammering, introduction to wood-work area</p> | <p>Art Links: Collage leaf men, marble rolling, firework pictures, bubble blowing, Autumn animal/vegetables drawing, printing, 2simple painting, returning to prints and paintings to add details. DT Links: Exploring existing products – Christmas decorations, designing and making own Christmas decoration and card.</p> | <p>Art Links: Printing, cutting, snipping and sticking, collage and working back into art. Large whole-body movements and small to tiny mark making. DT Links: Food tech. exploring different foods, biscuit test, dunk test, toast tasting tests, popcorn design. Baking, mixing, stirring, kneading, rolling, baking.</p> | <p>Art Links: Printing, tyre tracks, colour mixing, thick paint brushes, drawing circles and lines, cut and stick vehicles, DT Links: Exploring existing products – wheels, designing vehicles, vehicle junk modelling - mechanisms. Wheels and axels, natural and manmade.</p> | <p>Art Links: observational drawing of plants, printing, colour mixing, painting flowers, sunflowers, outdoor natural painting with flowers. DT Links: Building to protect plants, ways to collect and use rain. Exploring different watering cans/ systems.</p> | <p>Art Links: observational drawings, colour mixing, animal collages, painting animals, DT Links: exploring existing products – bird house, designing animal homes, junk modelling animal homes – joining materials</p> |
| | <p>Music/Singing Links: exploring instruments, singing nursery rhymes. Role play opportunities Actions, movements and imagination. Harvest.</p> | <p>Music/Singing Links: exploring instruments, Grufflao songs and 'Handy' (finger strengthening song). Role play opportunities, Christmas nativity/sing along</p> | <p>Music/Singing Links: copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group matching pitch and melody.</p> | <p>Music/Singing Links: copy a simple pattern, make up your own patterns, sing along with known songs in class, choose songs and join in with actions. Invent new and adapt known songs. Vehicles and moving songs.</p> | <p>Music/Singing Links: Sing a range of well-known songs (with actions), adding musical instruments., exploring how music makes you feel, simple movements to music, sing in a group, performs in front of the class. Plants and egrowing songs.</p> | <p>Music/Singing Links: Try to keep beat and rhythm, sing to a pitch and melody. Explore changing pitch, duration and dynamics when singing. Sing/ Perform in front of class, parents, others. Minibeast songs and instrumental notations.</p> |
| <p>Computing Used within other subjects.</p> | <p>E-Safety. Tomie, PurpleMash (login – Avatar) Drawing. (Easiteach?)</p> | <p>PurpleMash, draw/ Easiteach, Phonics Shed, Whiteboard games. Recording voices.</p> | <p>E-Safety. Phonics Shed, Whiteboard Games, Taking photos, recording voices.</p> | <p>PurpleMash, Beebots and mapping, Google Earth/Streetview, Phonics Shed, Whiteboard Games, recording music,</p> | <p>E-Safety. Phonics Shed, games, PurpleMash.</p> | <p>E-Safety. Phonics Shed, games, PurpleMash. Videos and recording, own vlogs.</p> |

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| Parental involvement | Visit Classroom (stay and play) stay for lunch. Phonics/ Reading Meeting. | Maths stay and play. Parents Meetings. Nativity/ sing-along. Christmas Fayre. | Reading and writing stay and play. Mothers' Day visits/ lunch. | Parents visit to talk about their jobs? Reading drop ins. Easter egg raffle/ Bonnet parade. Parents Meetings. | KUW EAaD stay and play. Family picnic. | Transition stay and play. Reports Meetings. Fathers' Day. Sports Day. Celebration Assembly. |
| Enrichment | Settling into school, exploring school and woods. Tasting porridge, bring your bear to school day. (Teddy Bears' Picnic) Visits (market) | Remembrance – Cenotaph/Castle. Tree Planting? Plaque. Woodland Visit. Children in Need. Diwali Panto. Paint pot baubles? Father Christmas, Santa's' Grotto | Playing in snow and ice. Visiting a bakery/ doughnut. Cooking and baking (bread, biscuits, soup) Biscuit tasting and dunk test. Popcorn. Lantern Parade (CNY) Making stir-fry/Chinese feast Pancake Day – making and tossing pancakes. | Construction site visit? Visit from different vehicles. Homebase tools visit/ using tools. Our Locality: Map and plans. Aerial Views/ Drone /Castle Cement. Visit Clitheroe FC. World Book Day , Comic/ Sports Relief. Easter egg hunt | Growing plants and seeds. Tasting fruits and vegetables. (Finding Seeds) Visit the market? Visiting a Nursery – to plant (Don't forget yr Wellies? Newlands/ Shackletons) Growing vegetables. | Visit: Blackpool Zoo/ Seaside. Giant Minibeasts into school. Chicks/ Snails/ Tadpoles Family Picnic. |
| Ribbie GREATS | To get muddy. Be seen in the media. To vote in an election. To buy something from the market. To take part in the 100 book challenge. | To take part in a school production. To send a letter and post it. To watch a pantomime. To take a selfie with Santa. | To play in the snow. To flip a pancake. To follow a basic recipe. To try different food. | To learn about people who help us in our community. | To try different foods. To plant and grow something. | Try a new sport. To have a picnic. To see a chick hatch. To hold an animal. To visit the seaside. |
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