

Subject		Term 1 – All About Me	Term 2 – Yum, Yum!	Term 3- Out of this World	Term 4 – Ahoy There!	Term 5 – Rescue Me!	Term 6 –Growing Up and Moving on!
Topic Texts		Brown Bear, Brown Bear Harry and the Dinosaurs go to School I will not, Never Eat a Tomato The Bear Snores On We're Going on a Bear Hunt Big Smelly Bear Peace at Last My Christian Faith big book My Hindu Faith big book	Handa's Surprise Pumpkin Soup The Tiger That Came to Tea The Gingerbread Man The Little Red Hen Jack Frost My Christian Faith big book The First Christmas	Dinosaurs Love Underpants Commotion in the Ocean Whatever Next! Aliens Love Underpants Gruffalo Chinese New Year books	Ruby's Worry The Night Pirates The Singing Mermaid The Snail and the Whale Lighthouse Keeper's Lunch	Zog Zog and the Flying Doctor People who help us books- non-fiction Superpants Max the Brave	Hungry Caterpillar Butterfly Tadpole's Promise Sunflower House Billy's Sunflower Titch Jack in the Beanstalk Jasper's Beanstalk The Tiny Ants (Islamic book) My Muslim Faith big book What's inside this egg?
Maths Focus Texts See White Rose Maths Schemes of Learning		The Button Box Dear Zoo Mr Men Stories Goldilocks and the Three Bears Two by Two More! Mr Big	3 Little Pigs 3 Billy Goats Gruff Kipper's Birthday The Very Hungry Caterpillar Night Monkey, Day Monkey Funny Bones	A Squash and a Squeeze Room on the Broom None the Number Ugly Five Six Dinner Side Kipper's Toy box Titch Jack and the Bean Stalk Jasper's Beanstalk Seven Sillies	Hide and Seek- Dinosaurus 9 Naughty Kittens One Bear Lost Ten out of Bed Ten Tiny Tadpoles Ten Black Dots	10 on a Train Which One Doesn't Belong One Moose, 20 Mice Snail Trail, A Journey Through Modern Art One Ted Falls Out of Bed Mr Grumpy's Outing Jack and the Flumflum Tree	What the Ladybird Heard Give me Half Rosie's Walk The Doorbell Rang Mr Grumpy's Outing Once Upon a Time Map Book Little Red Riding Hood Map My.... Book series
Personal, Social and Emotional Development	Building relationships	Getting to know each other; Learning names, personal interests; Making friends and positive attachments with adults and peers.	Sharing interests and experience about food; Taking turns (cooking etc)	Talking about needs and feelings; Working co-operatively	Playing co-operatively; Turn taking in game play; Sharing	Caring for creatures and link this to caring for each other; Developing relationships – recognising each other's needs.	Developing relationships with Class 2 in prep for moving on; Sharing feelings and showing sensitivity to own and other's needs. Show respect for property, other people and our school.
	Managing Self	Familiarising themselves with the physical space of the classroom and routines of school; Learning to share information about themselves. Washing hands and understanding the importance of this.	Trying new foods and having the confidence to say whether they like things or not. Understanding the importance of healthy food choices. Begin to manage their own personal hygiene and personal needs, including dressing and going to the toilet.	Try to behave accordingly to our school rules and values; helping others and making good choices. Thinking of ways in which we can keep ourselves and others safe, by using the school principles.	Being confident to select appropriate resources in classroom. Develop independence, but know to ask for help.	Work with increasing independence and perseverance in the face of challenge.	Recognise that as they progress they will need to work more independently, but should ask for help if needed. Manage their own personal hygiene and personal needs, including dressing and going to the toilet, with independence.
	Self-Regulation	Learning school and class rules; Recognising consequences for their behaviour. Beginning to	Learning how to follow instruction that may involve several ideas or actions. This	To begin to show an understanding of the feelings	Taking responsibility for their own behaviour. Set and work towards simple goals. Being able	Developing an ability to adapt to changes of routine. Give focused attention to what the	Recognising the feelings and emotions linked to moving on to a new class.

		recognise and talk about their own feelings.	can be seen through recipes and cooking instructions.	of others and begin to regulate their behaviour accordingly.	to wait patiently for what they want.	teacher says, responding appropriately even when engaged in another activity.	To recognise, understand and express their emotions and mostly regulate their behaviour.
Physical Development	Gross Motor skills	Getting used to our spaces within school - Negotiating space in the playground, the hall, our classroom.	Demonstrating strength	How to be safe in our PE – stop, start, negotiating space and consideration and awareness for themselves and others in their environments. Dressing and undressing in the role play area .	Pirate school – demonstrating strength, balance and coordination eg walk the plank etc.	Moving energetically including dance from around the world and animal movements. Dressing and undressing in the role play area - Superheroes.	Preparation for sports day skills– moving energetically, running, jumping, hopping and climbing.
	Fine Motor skills	Exploring the tools in the classroom such as scissors, hole punches, paintbrushes and a range of mark making tools. Learn and practise how to hold a pencil effectively using a tripod grip.	Exploring and manipulating small tools such as cutlery, rolling pins, pastry cutters, mashers, cake decorating. Complete the physical challenge table activity every day to improve motor skills/muscles. Learn and practise how to hold a pencil effectively using a tripod grip.	Begin to show accuracy and care when drawing. Learn and practise how to hold a pencil effectively using a tripod grip.	Begin to show accuracy and care when writing numbers and letters.	Refinement of writing skills – letters of a more consistent size and good control.	Ongoing
Communication and Language	Listening, attention and understanding	Learning to listen when necessary eg hearing stories/instructions, when the teacher calls for attention.	Developing an understanding of the rules of listening (ie not calling out); Christmas Production – rehearsals and watching others performances.	Listening to a variety of stories and make comments about what they have heard and ask questions to clarify their understanding. Listening to the views of others as they become more aware of others around them and their feelings.	Respond to others questions about their own interests. Hold conversation when engaged in back and forth exchanges with their teachers and peers. Hot seating with characters from the stories and role play from the Jane Consodine English Units.	Begin to make comments and offer suggestions about what they have heard in response to questions. (See Jane Consodine units: The Write Stuff)	Children should be able to maintain a back and forth conversation, listening attentively to what is being said.
	Speaking	As children become used to our school routines, they will build the confidence to begin expressing their ideas and their feelings. Becoming used to participating in small group and class discussions.	As their confidence grows further, they might be explain likes and dislikes clearly to others, linking with taste, foods, smells. Conversing with other adults around the school.	Develop own narratives and explanations through role play.	Show an awareness of the listener’s needs by including relevant detail in explanations. Through Jane Consodine, children will be offering their own ideas and explanations as to why things might happen.	Children will show that in conversation , they will use past, present and future forms accurately to talk about events that have happened or are to happen in the future.	Using introduced vocabulary to explain why things might happen, or how things work for example when talking about the life cycle of a butterfly or seed.
Literacy	Comprehension	Listening to stories and discussing key events in stories that have been read to them.	Children will be able to anticipate key events in stories by paying close attention to pictures and repeated phrases and rhymes. Non fiction texts such as instructions.	Children will role play superheroes using our outdoor area and the castle. This will enable them to retell stories using their own words.	Using hot seating to aid comprehension from stories: character’s feelings and actions.	Using recently introduced vocabulary to help explain their understanding and ideas.	Non fiction texts: Tayeba and her Muslim faith. Eg what we need to do when we visit a Mosque. Diary writing: Jasper’s Beanstalk and The Very Hungry Caterpillar. Using the relevant vocabulary for these non fiction texts.

	Word reading	Begin to name and recognise letter sounds.	To say a sound for each letter of the alphabet and digraphs: sh, th, ch, ng, nk, Develop knowledge and awareness of letter sounds and begin to blend.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.	Continue to develop ability to decode regular words and begin read some common irregular words on sight.	Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read (literal)	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	Mark making in a variety of forms. Development of fine motor skills, name writing.	Beginning to form letters and numbers correctly. (Linked to their Set 1 sounds and numbers being taught at that time)	Use their phonic knowledge to write CVC words in ways which match their spoken sounds.	Use their phonic knowledge to write CVC words in ways which match their spoken sounds. Start writing simple phrases and then sentences. They also write some irregular common words.	Use their phonic knowledge to write CVC words in ways which match their spoken sounds. Start writing simple phrases and then sentences. They also write some irregular common words.	Writes recognisable letters, most of which are correctly formed. Start to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Subject		Term 1 – All About Me	Term 2 – Yum, Yum!	Term 3 – Rescue Me!	Term 4 – Ahoy There!	Term 5 – Out of this World	Term 6 –Growing Up and Moving on!
Mathematics	Number	Children will work with numbers 1,2,3. Recognition of 0, 1,2,3 and composition of these numbers. Subitising	Children will work with numbers 6,7,8 Recognition of 6,7,8 and composition of these numbers. Subitising.	Subitising Children will work with numbers 9 and 10. Recognition of 9 and 10 and composition of these numbers.	Have a deep understanding of numbers to 10 including the composition of each number.	Automatically recall number bonds to 5. (including subtraction facts) To 20 and beyond – recognition, order, composition/	Automatically recall some number bonds to 10, including doubling facts and subtraction facts)
	Numerical Patterns	Compare quantities up to 10 in different contexts. Counting rhymes, nursery rhymes, stories.	Compare quantities up to 10 in different contexts. Counting rhymes, nursery rhymes, stories.	Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed evenly.	Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed evenly.	Children should verbally count beyond 20, recognising the pattern of the counting system.	Children should verbally count beyond 20, recognising the pattern of the counting system.
Understanding the World	People, culture and communities	Know about similarities and differences between themselves and others and between different religions and cultural communities. DIWALI, Shria and My Hindu Faith Daniel and his Christian Faith Talk about the features of their own immediate environment. Getting used to the school environment: The hall, the playground, our classroom, central area etc.	CHRISTMAS – How do Christians all over the world celebrate Christmas? How do Hindu people celebrate Divali? Daniel and his Christian Faith.	CHINESE NEW YEAR Making Chinese food eg spring rolls. Making Chinese dragons. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and maps.	EASTER – Making hot cross buns. Reading the book Daniel and his Christian Faith.	My Muslim Faith big book – Eid.	Tayeba and her Muslim revisited and The Tiny Ants.

