

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks 3 days)
	Topic: All About Me (8 weeks)	Topic: Celebrations (7 weeks)	Topic: Fur, Feathers and Scales (Winter Caterpillar butterflies) (6 weeks)	Topic: Growing / Farms (5 weeks) Planting	Topic: Wild things (6 weeks)	Topic: Under the Sea (7 weeks 3 days)
VISITS/EXPERIENCES	Local / autumnal walk Making and tasting porridge	Perform on a stage Make a calendar Christmas party Watch a pantomime Make a diva lamp	Chinese food tasting Winter walk Caterpillar to butterflies	Fruit tasting Make a pancake Grow a cress plant Hatching chicks	Spring walk hunting for signs of spring Fire Engine visit Doctor visit Police officer visit Visit from dental nurse Tooth brushing	Road safety workshop Sports day Summer time walk Summer fun day - ice cream van Hatching sea monkeys
PARENTAL ENGAGEMENT	F2 welcome meeting Phonics and reading workshop Maths workshop F1 Phonics workshop Stay and play sessions - see diary	Reading cafe Parents invited to parent meetings Parents invited to watch nativity		Parents invited to parent meetings Mother's Day Tea Party		Father's Day Activity Afternoon Parent welcome to FS2 visit and talk Parental phone calls/visits to new children Visits to settings Progress report sent home
ROLEPLAY	Home corner	Sweet shop Bakery	Chinese restaurant Arctic role play	Farm Shop Home corner/ pancake making	Dino lookout museum - in small world	Aquarium ice cream parlour


	Farm shop - pumpkin patch - explore pumpkins	Post office/ Santa grotto			Gruffalo / forest role play Fire Station	
LITERACY WRITING KEY TEXTS	Goldilocks Little red riding hood - Jack and Jill	Hansel and Gretel Gingerbread man	The Princess and the Frog The Hungry Caterpillar	Jack and the Beanstalk The little Red Hen The Three Little Pigs	Gruffalo The Three Billy Goats Gruff Supertato	Rainbow Fish What the Ladybird Heard at the Seaside We're going on a bear hunt.
LITERACY WRITING MASTERY KEYS	Children are taught to: See pencil control booklet/ planning Stage 1 Hand eye coordination Fine motor skills in preparation for handwriting Pick up tools/ pencil/ mark making equipment	Children are taught to: Stage 2 Grasping skills How to pick up tools, pencil grip Spontaneous Mark Making: Random marks, noticing effects of movements.	Children are taught to: Stage 3 teach muscle memory How to pick up tools, pencil grip Exploratory Mark Making: Experimenting with directional marks (lines, circles).	Children are taught to: Stage 4 Pencil grip Meaningful Mark Making: Writing patterns, pre-letter shapes, tracing and copying letters.	Children are taught to: Recognise and trace name In writing station, exploring drawing and writing marks for characters in story	Children are taught to: Recognise, trace and write name Continue to draw, write in writing station
LITERACY READING	See Twitch planning	See Twitch planning	See Twitch planning	See Twitch planning	See Twitch planning	See Twitch planning
MATHS	<u>Unit 1: Numbers to 5</u> <u>Unit 2: Comparing groups within 5</u>	<u>Unit 3: Shape (3D and 2D shapes)</u> <u>Unit 4: Change within 5</u>	<u>Unit 7: Numbers to 10</u> <u>Unit 8: Comparing numbers within 10</u>	<u>Unit 11: Number bonds to 10</u> <u>Unit 12: Subtraction</u>	<u>Unit 14: Counting on and counting back</u>	<u>Unit 17: Shape (Composing and decomposing shapes)</u>

		<u>Unit 5: Number bonds within 5</u> <u>Unit 6: Space</u>	<u>Unit 9: Addition to 10</u> <u>Unit 10: Measure (Length, height and weight)</u>	<u>Unit 13: Exploring patterns</u>	<u>Unit 15: Numbers to 20</u> <u>Unit 16: Numerical patterns</u>	<u>Unit 18: Measure (Volume and capacity)</u> <u>Unit 19: Sorting (Optional)</u> <u>Unit 20: Time (Optional)</u>
Physical development – gross motor Squiggle while you wiggle Up and down (l, t, f, k, i, j); Side to side (t, f); Circles (p, d, b, e, o, a, c, g, q); Arches and scoops (like a rainbow) (n, m, h, u, y, r); Diagonals crossing the body (v, w, x, z); The number eight. (s, 8).	Stage 1 (squiggle dance 1: up, down, side to side, crossover)	Stage 2 (Squiggle dance 2: wiggle up, wiggle down, wiggle to the side, wiggle crossover)	Stage 3 (squiggle dance 3: circle front, circle opposite sides, spin)	Stage 4	Stage 5	Stage 6
PHYSICAL DEVELOPMENT – FINE MOTOR Scissor skills	Children are taught to: Stage 1 teach grasp of scissors	Children are taught to: Stage 2 Practise snipping	Children are taught to: Stage 3 Practise cutting in straight lines	Children are taught to: Stage 4 Practise cutting in curved lines	Children are taught to: Stage 5 Continue and practise	Children are taught to: Stage 6 Cutting a range of shapes with control
COMMUNICATION AND LANGUAGE	Communication and Language underpins everything that we do. Throughout the whole curriculum and year, children are supported to develop the following language skills: - Learn new vocabulary which they can use throughout the day and in different contexts. - Ask questions to find out more and to check they understand what has been said to them and articulate their ideas and thoughts in well-formed sentences by connecting one idea or action to another using a range of connectives. - Describe events in some details and use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.					

	<ul style="list-style-type: none"> - Develop social phrases - Engage in story times and listen to and talk about stories to build familiarity and understanding. Be able to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs. 					
<p>UNDERSTANDING THE WORLD</p>	<p>Children are taught to: History links: How they have changed since they were a baby. Able to say who they are and who they live with Can talk about members of immediate family Sequence family members, by age, explaining who they are (baby, toddler, child, teenager, adult, elderly) Explain some differences between family members/ ages and say what they can/can't do Talks about things that they did in the past that were important to them when looking at photos- birthdays Geography links:</p>	<p>Children are taught to: History links: How they have changed since they were a baby. Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago Geography links: Use simple directional language to describe the very local environment Describe and map journeys within school Explains how life may be different for other children- Children in Need Knows that maps can show us where places are - use a basic map to navigate around school ground.</p>	<p>Children are taught to: History links: What Were Toys Like in the Past? Knows the meaning of past and present Can sort objects/images into past and present and compare similarities and differences. Geography links: Use simple directional language to describe the local environment Describe and map journeys to and from school Compare the local area with another locality Explore their local environment (Swallownest) Knows that the globe is a map of the world, can identify water and land on the globe</p>	<p>Children are taught to: History links: Living memory Introduction to timelines – based upon their week – yesterday, last week etc Talks about things that they did in the past that were important to them in more detail from memory- Easter Uses and understands the words past and present Geography links: Use simple directional language to describe the local environment Describe and map journeys to and from school Compare the local area with another locality Continue to explore their local area,</p>	<p>Children are taught to: History links: Who Are the People Help Us? Can sort objects/images into past and present and compare similarities and differences in the past and present Recognises people that they have come across in their community such as shop staff, police, hairdressers etc – link to PHSE dreams and goals. Geography links: Compare our local environment to the countryside and to the seaside Compare the local area with another locality outside the UK</p>	<p>Children are taught to: History links: What was transport Like in the Past? Talks about things that they did in the past that were important to them in more detail from memory – holiday/ trip to the seaside Can sort objects/images into past and present and compare similarities and differences- seaside's in the past and present Can sort objects/images into past and present and compare similarities and differences- toys / transport in the past and present Geography links: Compare our local environment to the countryside and to the seaside</p>

<p>Use simple directional language to describe the very local environment Describe and map journeys within school Explore different types of homes Local area – describe their house, their school Can explain features of different homes Science links: Developing experts – Our body Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, knees, feet, hands, eyes, ears, mouth, nose. (see developing experts) Understand and name different weather Begin to understand that different seasons have different weather- autumn Know that there are four seasons in a year Explore changes in Autumn RE links:</p>	<p>Draw a basic map Science links: Developing experts - Materials RE links: Christian concept – incarnation Theme – Christmas Key question – What is Christmas? Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognises that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories including figures from the past. Computing links: E-safety Know that I need to act to same online as I do in school by following the Gold standard rules – We make our problems smaller so that we can sort them</p>	<p>Can articulate celebrations around the world and begin to explain some of the ways they celebrate- Chinese New Year Knows that the globe is a map of the world, can identify water and land on the globe Science links: Developing experts – Weather and the seasons – Winter and Spring To recognise and name common animals in the artic: polar bear, penguin, whale, walrus. To know where animals live, and what type of environment they need to live in – arctic. Understand and name different weather Understands that different seasons have different weather- winter Know that there are four seasons in a year and name them- winter</p>	<p>recognise places in their local area – shops, library, doctors, school, leisure centre Look at an aerial view of school setting and identify features/symbols such as trees, school, path, road, grass, roundabout,- look at route to take to the shop and to school Can use maps to locate objects in ‘real life’ around school in a group – Easter egg hunt. Use locational language to describe position near/far, under, over etc. Science links: Developing experts – Animals RE links: Christian concept – salvation Theme – Easter Key question – What is Easter? Can talk about members of their immediate family and community.</p>	<p>Make observations of the natural world around them e.g. animals and plants. Begin to recognise some similarities and differences between life in this country and life in other countries – African countries contrast with locations they know well. Knows that different countries have different homes. Science links: Developing experts – Plants Can identify a plant and understand it is a living thing Can say what a plant needs to survive- water, light, food Names parts of a plant Knows how to look after a bean plant and grow their own in class. Recognise and name some common insects in the UK: Insects- spider, caterpillar,</p>	<p>Compare the local area with another locality outside the UK Knows and recognises key physical and human features relating to the seaside e.g. sea, beach, sand, shops, cliff, coast Use pictures to compare and contrast environments around the world Science links: Developing experts – senses Order the seasons Be able to talk about similarities and differences and compare each of the four seasons Children will recognise and name some common sea creatures: whale, dolphin, fish, octopus, jellyfish, starfish. RE links: Theme: Special Places. Christianity, Islam, Judaism. Key question – What makes places special?</p>
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	<p>Special People - What makes people special? Christianity, Judaism Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognises that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories including figures from the past. Computing links: Digital literacy Know that typing on a keyboard makes letters appear on the screen Know that a click or move of the mouse controls the cursor on screen</p>	<p>out quickly and feel happy again. We choose our words carefully to show respect for each other. We focus not fuss so that we own our own behaviour. We listen to each other so that we get things right. We are in the right place at the right time so that we are safe and secure. We work hard and achieve GOLD standard so that we can be proud of ourselves and our work Know that a trusted adult has to supervise the internet I know that there are strangers online as well as in real life.</p>	<p>Begin to be able to talk about some of the changes in each seasons- winter Can notice and talk about what happens to puddles when it's cold. Begin to understand that when water gets cold enough it freezes and becomes ice. Begin to understand that when ice warms up it melts and changes back to water. RE links: Theme - celebrations Key question – How do people celebrate? Hinduism Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between</p>	<p>Name and describe people who are familiar to them. Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between life in this country and life in others. Understand the effect of changing seasons on the natural world around them. Computing links: Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items Children can independently change games or increase levels of difficulty on games</p>	<p>butterfly, ladybird, fly, ant, bee. To know where animals live, and what type of environment they need to live in. Understand how certain animals grow and can talk about their life cycle- butterfly RE links: Theme – story time. Christianity, Islam, Hinduism, Sikhism. Key question – What can we learn from stories? Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways.</p>	<p>Can talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways. Recognises some similarities and differences between life in this country and life in others. Computing links: Know that computers can look different e.g like a computer, phone, tv, car ect. - Know that a computer can follow instructions by programming a bee bot.</p>
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			<p>life in this country and life in others. Compare and contrast characters from stories including figures from the past. Understand the effect of changing seasons on the natural world around them. Computing links: Children can switch an ipad on and off Children can take photos on the camera on an ipad</p>		<p>Recognises some similarities and differences between life in this country and life in others. Compare and contrast characters from stories including figures from the past. Computing links: Children can record videos on the camera on an ipad Children can edit photos on an ipad Erases content and understands how to charge the ipads</p>	
<p>Expressive arts and design</p> <p>DT –</p> 	<p>Art links: Mark making, exploring media Drawing, Zentangles – develop creativity and design in controlling patterns with different types of marks. Music links: <u>Me!</u> - Find the pulse - Copy-clap the rhythm of names. - Explore high sounds and low sounds using voices and glockenspiels.</p>	<p>Design & Technology links: Mechanisms Wheels and Axles – construction kids create Santa’s sleigh. Music links: <u>My Stories</u> - Find the pulse as one of the characters from a song. - Copy-clap the rhythm of small phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Invent a pattern to go with a song using one note.</p>	<p>Art links: Natural objects Scissor skills In provision - Painting - colour mixing, the use of powder paint and the tools and process needed for painting. Music links: <u>Everyone</u> - Invent ways to find the pulse. - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch in the context of the songs.</p>	<p>Design & Technology links: Structures - Freestanding structures – junk modelling Music links: <u>Our World</u> - Find the pulse and show others your ideas. - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch using the images from the songs,</p>	<p>Design & Technology links: Food Fantastic Fruit –The Hungry Caterpillar Music links: <u>Big Bear Funk</u> - Find a funky pulse. - Copy-clap 3 or 4 word phrases from the song. - Keep the beat of the song with a pitched note. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the</p>	<p>Art links: Body, fruit/veg sponge and shapes printing Music links: <u>Reflect, Rewind and Replay</u> A consolidation of the year’s work, prepare for a performance and look at the history of music.</p>

			- Use the starting note to explore melodic patterns using one or two notes.	- Use the starting note to explore melodic patterns using one or two notes.	words or phrases in the song. - Enjoy the playing patterns using a combination of any of the three notes, C, D and E.	
P.H.S.E	<p><u>Being Me in My World</u></p> <p>Children are taught to: Understand how it feels to belong and that we are similar and different Start to recognise and manage their feelings Enjoy working with others to make school a good place to be Understand why it is good to be kind and use gentle hands Understand children's rights and know that this means that we should all be allowed to learn and play Know what responsible means</p> <p>Additional knowledge: Further develop the skills they need to manage the school</p>	<p><u>Celebrating Difference</u></p> <p>Children are taught to: Identify something that they are good at and understand that everyone is good at different things Understand that being different makes us all special Know that we are all different but the same in some ways. Say why they think their home is special to them Understand what makes someone a good friend Understand which words to use to stand up for themselves when someone says or does something unkind.</p>	<p><u>Dreams & Goals</u></p> <p>Children are taught to: Understand that if they persevere they can tackle challenges Talk about a time that they didn't give up until they achieved their goal Set goals and work towards them Use kind words to encourage people Understand the link between what they learn now and the job they might like to do when they are older Say how they feel when they achieve a goal and know what it means to feel proud.</p>	<p><u>Healthy Me</u></p> <p>Children are taught to: Understand that they need exercise to keep their body healthy Understand how moving and resting are good for their body Know which foods are healthy and not so healthy and to be able to make healthy eating choices Know how to help themselves go to sleep and understand why sleep is good for them Wash their hands thoroughly and understand why this is important before they eat and after they go to the toilet Know what a stranger is and how to stay safe</p>	<p><u>Relationships</u></p> <p>Children are taught to: Identify some of the jobs that they do in their family and how they feel like they belong Know how to make friends and to stop themselves from feeling lonely Think of ways to solve problems and stay friends Begin to understand the impact of unkind words Use Calm Me time to manage their feelings Know how to be a good friend</p>	<p><u>Changing Me</u></p> <p>Children are taught to: Name parts of the body Be able to say some things that they can do and foods that they can eat to be healthy Understand that we all grow from babies to adults Express how they feel about moving to Y1. Talk about their worries and/ore the things they are looking forward to about being in Y1 Share memories of the best bits of this year in F2.</p> <p>Additional knowledge: Know and talk about the different factors that support their overall health and</p>

	<p>day successfully-mealtimes Further develop the skills they need to manage the school day successfully- personal hygiene Be increasingly independent as they get dressed and undressed- put coat on. Be increasingly independent in meeting their own care needs- using the toilet, washing and drying their hands thoroughly.</p>	<p>Additional knowledge: Further develop the skills they need to manage the school day successfully, lining up and queuing Be increasingly independent as they get dressed and undressed- zip coat up. Know and talk about the different factors that support their overall health and wellbeing- safety near bonfires and fireworks.</p>		<p>if a stranger approaches them. Additional knowledge: Make healthy choices about tooth brushing.</p>		<p>wellbeing- sun safety and safety near water</p>
R.S.E			<p>Importance of friendships Importance of saying sorry and forgiveness Understanding all families are different.</p>			