	(8 weeks) Topic: All About	Autumn 2 (7 weeks) Topic: Celebrations (7 weeks)	Feathers and Scales (Winter Caterpillar butterflies)	Spring 2 (5 weeks) Topic: Growing / Farms (5 weeks) Planting	Summer 1 (6 weeks) Topic: Wild things (6 weeks)	Summer 2 (7 weeks 3 days) Topic: Under the Sea (7 weeks 3 days)
VISITS/EXPERIENCES	walk Making and tasting porridge	Perform on a stage Make a calendar Christmas party Watch a pantomime Make a diva lamp	(6 weeks) 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	meeting Phonics and reading workshop	Parents invited to watch nativity		Parents invited to parent meetings Mother's Day Tea Party		Father's Day Activity Afternoor 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				Gruffalo / forest	
	patch – explore pumpkins	grotto			role play Fire Station	
LITERACY WRITING	Goldilocks	Hansel and Gretel	The Princess and	Jack and the	Gruffalo	Rainbow Fish
KEY TEXTS	Little red riding	Gingerbread man	the Frog	Beanstalk	The Three Billy	What the Ladybird
	hood		The Hungry	The little Red Hen	Goats Gruff	Heard at the
	- Jack and Jill		Caterpillar	The Three Little	Supertato	Seaside
				Pigs		We're going on a bear hunt.
LITERACY WRITING	Children are taught	Children are taught	Children are taught	Children are taught	Children are taught	Children are taught
MASTERY KEYS	to:	to:	to:	to:	to:	to:
See pencil control	Stage 1 Hand eye		Stage 3 teach	Stage 4	Recognise and	Recognise, trace and
booklet/ planning	coordination	Stage 2	muscle memory	Pencil grip	trace name	write name
	Fine motor skills in	Grasping skills				
	preparation for	How to pick up tools,	How to pick up tools,	Meaningful Mark	In writing station,	Continue to draw,
	handwriting	pencil grip	pencil grip	Making: Writing	exploring drawing	write in writing
	Pick up tools/			patterns, pre-letter	and writing marks	station
	pencil/ mark making	Spontaneous Mark	Exploratory Mark	shapes, tracing and	for characters in	
	equipment	Making: Random		copying letters.	story	
		marks, noticing	Experimenting with			
		effects of	directional marks			
		movements.	(lines, circles).			
LITERACY READING	See Twitch planning	See Twitch planning	See Twitch planning	See Twitch planning	See Twitch planning	See Twitch planning
MATHS	Unit 1: Numbers to	-	Unit 7: Numbers to		Unit 14: Counting	Unit 17: Shape
	<u>5</u>	<u>and 2D shapes)</u>		<u>bonds to 10</u>	<u>on and counting</u>	(Composing and
	Unit 2: Comparing	<u>Unit 4: Change</u>		<u>Unit 12:</u>		<u>decomposing</u>
	<u>groups within 5</u>	<u>within 5</u>	<u>numbers within 10</u>	<u>Subtraction</u>		<u>shapes)</u>

		Unit 5: Number	Unit 9: Addition to	Unit 13: Exploring	Unit 15: Numbers	Unit 18: Measure	
		bonds within 5		patterns	to 20	(Volume and	
		Unit 6: Space	Unit 10: Measure		Unit 16: Numerical		
			(Length, height and		patterns	Unit 19: Sorting	
			weight)			(Optional)	
						Unit 20: Time	
Dhysical development						(Optional)	
Physical development – gross motor	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	
	Stage I	Stage 2	Stage S	Stage 4	Stage J	Stage 0	
	(squiggle dance 1: up,	(Squiggle dance 2:	(squiggle dance 3:				
Squiggle while you wiggle		wiggle up, wiggle	circle front, circle				
		down, wiggle to the	opposite sides, spin)				
Up and down (l, t, f, k, i, j);		side, wiggle crossover)					
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 (c, 0)							
The number eight. (s, 8). PHYSICAL	Children are taught	Children are taught	Children are taught	Children are taught	Children are taught	Childron are taught	
DEVELOPMENT – FINE	0	to:	to:	to:	to:	to:	
MOTOR							
Scissor skills	Stage 1 teach grasp of			Stage 4	Stage 5	Stage 6	
		Stage 2		Practise cutting in	Continue and practise	0	
		Practise snipping	Practise cutting in	curved lines	r · · · · · · · ·	shapes with control	
			straight lines				
COMMUNICATION AND	Communication and	Language underpins e	everything that we do	Throughout the who	le curriculum and yea	ır, children are	
LANGUAGE	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 ha	ippen.					

	 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. 							
UNDERSTANDING THE	Children are taught	Children are taught	Children are taught	Children are taught	Children are taught	Children are taught		
WORLD	to:	to:	to:	to:	to:	to:		
	History links:	History links:	History links:	History links:	History links:	History links:		
	How they have	How they have	What Were Toys Like	Living memory	Who Are the People	What was transport		
	changed since they	changed since they	in the Past?	Introduction to	Help Us?	Like in the Past?		
	were a baby.	were a baby.	Knows the meaning of	timelines – based	_	Talks about things		
		Begin to recognise that		upon their week –	Can sort	that they did in the		
	are and who they live			yesterday, last week	objects/images into	past that were		
	with	events, such as bonfire	objects/images into	etc	past and present and	important to them in		
	Can talk about	night and	past and present and			more detail from		
		remembrance day,	compare similarities	Talks about things		memory – holiday/		
	5	because of what				trip to the seaside		
		happened many years				Can sort		
				important to them in		objects/images into		
		Geography links:	Use simple directional			past and present and		
			0 0	memory- Easter	5	compare similarities		
	child, teenager, adult,			Uses and understands		and differences-		
		the very local			hairdressers etc – link			
		environment				and present		
		Describe and map			0	Can sort		
	family members/ ages			Use simple directional		objects/images into		
	5		area with another			past and present and		
	can/can't do	Explains how life may		the local environment		compare similarities		
	0			Describe and map		and differences- toys /		
	5	children- Children in		journeys to and from	countryside and to the			
	1	Need		school		and present		
		Knows that maps can	Knows that the globe	Compare the local		Geography links:		
		show us where places				Compare our local		
		are - use a basic map			5	environment to the		
		to navigate around				countryside and to the		
		school ground.		their local area,		seaside		

language to describe the very local environmentScience links: her very local pourneys within Materialscelebrations around the very local area - her ant area with another shops, library, doctrars, around them e school, leisure centre animals and plants. Lock at an aerial view of school setting and features/symbols such/differences between their house, their their house, their christian concept - Christian concept - Can ace splain features of different homes contrast with contrast with another contrast with					•	
the very local environmentDeveloping experts - to to explain some of the explain some of the schoolthe world and begin to explain some of the to explain some of the school setting and identifynocality outside the UKDescribe and map journeys withinRE links: Christma concept- topes of homesRe links: to torationSchool setting and identifyRegin to recognise different countries to an and recognise different hours as trees, school, path their house, their their house, their<						Compare the local
environment Describe and map journeys within schoolMaterialsto explane different ways they celebrate ways they celebrate the probability and schoolschool, leisure centre an anaerial view dentifymainals and plants.UKExplore different types of homes their house, their SchoolChristan concept - incarnationChristan concept - incarnationChristan concept - is a map of the world can area - describChristan concept - is a map of the world can explain featuresKnows and recognise is chool setting and base school, path. If in this country and routabout, look at of different homes of different homesKnows and recognise is chool setting and school, path. If in this country and routabout, look at of different homesKnows hat ifferent obcest in 'real life' scass.Knows that ifferent obcest in 'real life' scass.UKDeveloping experts - of different homes of different homes can name parts of elbows, shoulders, lees, back, neek, have different beliefs arms, legs, back, neek, have different beliefs arms, legs, back, neek, have different beliefs figures from the past their body-head, arms, legs, back, neek, framet figures from the past their body- head, arms, legs, back, neek, freent homes, figures from the past their body-head, arms, legs, back, neek, freet hands, expertsName and describe pople Who are figures from the past their body-head, arms, legs, back, neek, freet hand, whate waiter seasons figures from the past that different weather different weather their body-head, arms, legs, back, neek, freet hand, different weather actor is niculing whate weather autor their body hat there are four						
Describe and map journeys within schoolRE links:explain some of the ways they cleibrate ways they cleibrate incarnation there - Christian concept - incarnation their house, their schoolChristian concept - incarnation christmas?Local area - describe tag ways they cleibrate is a map of the world, is a map of the world, and of the glass can identify water and roundabout, - look at roundabout, - look at roundabout, - look at - African countries their house, their schoolKnows that the glass they neares the school schoolReferences between the school, path. If in this country and/relating to the seasid life in other countries shops, cliff, coast shop, cliff, coast shop, cliff, coast shop, cliff, coast shop, and to schoolName fautures the schoolKnows that different shops, cliff, coast shop, cliff, coast shop and to schoolKnows that different countries have environments aroum objects in 'real life' Knows that different tomes arms, legs, back, neck, have different beliefs and celebrate special and celebrate special and celebrate special and celebrate special and celebrate special and set different beliefs name common different ways.Locational language to countries have the worldKeine life seneseConsets developing experts / clifferent ways.Compare and contrast the world ways.Corece links: contrast not more pole who are and celebrate special name common different ways.Science links: contrast and nume the worldContrast of the contrast and nuderstand and name they need to live in - animals live, and what they need to live in - bein to different beliefs name contex in different beliefs <td></td> <td></td> <td>the world and begin</td> <td></td> <td></td> <td></td>			the world and begin			
journeys withinRE links: Christian concept - Christmas (Local area - describe 		Materials			animals and plants.	UK
schoolChristian concept – incarnationChristian concept – incarnation						
Explore different types of homes Local area - describe (cal area - describe (cal area - describe (cal area - describe (cal area - describe) (can explain features of different homes of different homes (can peveloping experts - Can ame parts of arms, legs, back, neck, have different bedy- head, elebows, shoulders, elebows, shoulders, experts)Know that he globe is a map of the word, attent of their Science links: Developing experts - Can use maps to locations they know their body- head, elebows, shoulders, experts - (can seeveloping experts - (can ame parts of faffierent bedwerts)Know that the globe is a map of the word, community. Weather and the seasons - Winter and seasons - Winter and prople who are elebows, shoulders, experts - (can seeveloping experts - (can ame parts of faffierent bedwerts)Know that the globe is a map of the word, compare and contrast pring Spring Spring Spring Spring Spring Spring seasons - Winter and eastre ge plunt. Use their body- head, experts - can ame parts of faffierent befes atmes in different ways. wand ways. ways. <td></td> <td></td> <td></td> <td>of school setting and</td> <td></td> <td>Knows and recognises</td>				of school setting and		Knows and recognises
types of homes Local area - describe their house, their schoolTheme - Christmas 						
Local area – describe their house, their schoolKey question – What is Christmas?can identify water and route bout contrast with coundabout,– look at route to take to the contrast with ocations they knowlife in other countries or oundabout,– look at contrast with locations they knowCan explain features of different homesmembers of their members of theirScience links: community.shop and to school Developing experts – around school in a group – Easter egg hunt. Use different homes, shop and to schoolCan use maps to locations they know objects in real life around school in a group – Easter egg hunt. UseKnows that different their roal the mome and celebrate special animals in the artic: nameal describe and celebrate special different wather experts different wather different wather different wather different wather different that different figures from the past that different that different that different know that I need to act os ame online ast four seasons in a year four seasons in a year Know that I need to act os ame online ast of on school by foll scanse name different wather have different wather four seasons in a yearKnow that I need to instand rules – Meer stand and name Know that I need to different wather have different winter Know that I need to different wather have different winter Know that I need to different wather have different winter Know that I need to winter Know that I need to winter Know that I need to different wather four seasons in a year four seasons in a year four seasons in a year four seasons in a year four seasons in a yearKnow that I need to instand rules						
their house, their schoolChristmas? Can talk aboutIand on the globeroundabout, - look at route to take to the oute to take to the oute to take to the locations they knowAfrican countries shops, cliff, coastCan explain features of different homescan talk aboutScience links: community.shop and to school can use maps to locate around school in a group - Easter egg hunt. Use locational language to their body-head, knees, feet, hands, experts)Name and describe people who are familiar to them.Science links: sasons - Winter and animals in the artic: polar bear, penguin, walse, waltus.Science links: animals in the artic: polar bear, penguin, walse, waltus.Science links: animals live, and whale, walrus.Science links: and understand it is a different seasonsScience links: Developing experts -Science links: Developing experts -Understand and name begin to understand that different seasons have different weather- auturm Know that there are four seasons in a year following the Gold standard rules - AutumnInderstand aname they mede to live in - artic.Science links: and understand it is a animals live, and what plantCan identify a plant nose. (see developing following the Gold standard rules - know that there are four seasons in a yearComputing links: act to same online ast they need to live in - artic.RE links:African countries shop and to school in animals live, and what polar bear, penguin, wats.Can iak about countries have different weather animals live, and what a plant they need to live in - artic.African countries shop and to				as trees, school, path,	life in this country and	relating to the seaside
school Can explain features of different homesCan talk about members of their immediate family and community.route to take to the shop and to school bocations they know to can use maps to locate objects in 'real life' around school in a countries have different homes.Use pictures to compare and contras environments around the worldOur body Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, nose. (see developing experts - Understand and name stories including tifferent weather begin to understands that different seasons have different stores from the past.Can talk about members of their bows are familiar to them.Science links: people who are familiar to them.Science links: members of their they are and contrast four seasonsScience links: members of their familiar to them.Science links: members of their familiar to them.Science links: familiar to them.Science links: familiar to them.Understand and ande that different seasons have different weather- four seasons in a year						
Can explain features of different homesmembers of their immediate family and immediate family and community.Science links: Developing experts - Springshop and to school Can use maps to locate well.compare and contrass environments around the worldOur body Can name parts of their body-head, arms, legs, back, neck, elbows, shoulders, elbows, shoulders, experts)Name and describe people who are familiar to them.SpringScience links: group - Easter egg hunt. Use locational language to locational language to locational language to describe positionScience links: Developing experts - Easter egg hunt. Use locational language to locational langua			land on the globe	roundabout,– look at	– African countries	shops, cliff, coast
of different homes Science links: Developing experts - Our body Can name parts of their body-head, arms, legs, back, neck, have different beliefs and celebrate special different beliefs have different beliefs						
Science links: Developing experts Our bodycommunity. Name and describe people who are familiar to them.Weather and the seasons - Winter and group - Baster egg hunt. Use farsiliar to them.Knows that different countries have group - different homes.Knows that different countries have different homes.Science links: Developing experts - Developing experts - Developing experts - Developing experts - Developing experts - Name and celebrate special times in different ways.Weather and the seasons - Winter and group -Science links: around schooli na different homes.Science links: Developing experts - Developing experts -Know there seasons Developing experts - Developing experts - Developing experts -Science links: and understand is a differences and compare each of the compare each of the recognise and name that different weather Begin to understands that different seasons have different weather autumn Know that there are four seasons in a yearScience links: and celebrate special time in different weatherScience links: and celebrate special polar back weatherScience links: and celebrate special thear/far, under, overScience links: can identify a plant and understand in a different weatherScience links: and celebrate special thear/far, under, overScience links: can identify a		members of their	Science links:	shop and to school	locations they know	compare and contrast
Developing experts - Our body Can name parts of their body-head, arms, legs, back, neck, heles, each, hands, elbows, shoulders, name sin different beliefs and celebrate special times in different experts)Name and describe people who are familiar to them.seasons - Winter and springaround school in a group - Easter egg hunt. Usecountries have different homes.Science links: Developing experts - senseselbows, shoulders, elbows, shoulders, eves, ears, mouth, understand and name different weather different weather that different seasons have different that different seasons have different weither- autumn Know that there are four seasons in a yearName and describe people who are springTo know where animals live, and what they need to live in - arctic.Science links: Developing experts - least (an identify a plant and understand it is a differences and compare each of the Can say what a plant four seasons in a year following the Gold standard rules -Computing links: arctic.To know where arctic.Science links: mear/far, under, over etc.Can identify a plant and understand it is a differences and compare each of the Can say what a plant four seasons in a year following the Gold standard rules -Science links: mear/far, under, over they need to live in - altimate to salvation salvationCompare aach of the can salvation plantCan identify a plant four seasons ha weat salvation plantCompare aach of the can salvation plantCan say what a plant four seasons ha weat salvation can talk about witherScience links: mear/far, under, over plantCompare aach		immediate family and				
Our bodypeople who are familiar to them.Springgroup - Easter egg hunt. Usedifferent homes.Science links: Developing experts - sensesarms, legs, back, neck, elbows, shoulders, knees, feet, hands, eyes, ears, mouth, nose. (see developing different weather bave differentTo recognise and and celebrate special animals in the artic: polar bear, penguin, ways.To recognise and animals in the artic: polar bear, penguin, whale, walrus.different wear/far, under, over polar bear, penguin, whale, walrus.Be able to talk about similarities and and understand it is a different seasons Be able to talk about similarities and different seasons.Order the seasons Be able to talk about similarities and different seasons. Compare each of the type of environment they need to live in - arctic.Science links: near/far, under, over polar bear, penguin, wtale, walrus.Can identify a plant animals live, and what Developing experts - living thingGorder the seasons Be able to talk about similarities and different seasons. Children will recognise and name they need to live in - arctic.RE links:Water, light, food some compon sea some common seahave different wather - autumn Know that there are four seasons in a year following the Gold standard rules -More stands and arce different weather standard rules -More stands have different weather do in school by following the Gold standard rules -More stands and are <td>Science links:</td> <td></td> <td></td> <td></td> <td></td> <td>the world</td>	Science links:					the world
Can name parts of their body- head, arms, legs, back, neck, lelbows, shoulders, 		Name and describe	seasons – Winter and	around school in a		
their body- head, arms, legs, back, neck, elbows, shoulders, elbows, shoulders, shoulders, elbows, shoulders, elbows, shoulders, four seasons in albows, elbows, shoulders, elbows, shoulders, elbows, shoulders, elbows, shoulders, four seasons in albows, four seaso			Spring			
arms, legs, back, neck, elbows, shoulders, knees, feet, hands, eyes, ears, mouth, nose. (see developing experts)have different beliefs and celebrate special times in different ways.name common animals in the artic: polar bear, penguin, whale, walrus.describe position near/far, under, over etc.Developing experts – PlantsOrder the seasons Be able to talk about can identify a plantnose. (see developing experts)Compare and contrast characters from animals live, and what different weather Begin to understands that different weather- autumn Know that there are four seasons in a yearScience links: and understand and name that different savet to same online as IComputing links: arctic.RE links:Can say what a plant needs to survive- christian concept – salvationfour seasons creatures: whale, do in school by following the Gold standard rules –Meesting four seasons have different weather act to same online as IMeesting four seasons have different weather act to same online as IMeesting four seasons have different weather winterKey question – What is after a bean plant and grow their own in RE links:Theme - Easter Recognise and name class.Theme: Special Place Christianity, Islam, udaism.						Developing experts –
elbows, shoulders, knees, feet, hands, eyes, ears, mouth, nose. (see developing experts)and celebrate special times in different ways.animals in the artic: polar bear, penguin, whale, walrus.near/far, under, over etc.PlantsOrder the seasons Be able to talk about similarities and differences and differents wather figures from the past.Understand and name different weather have different weather- autumn Know that there are four seasons in a yearcomputing links: esafetynot celebrate special times in different weather figures from the past.computing links: esafetynot celebrate special polar bear, penguin, whale, walrus.near/far, under, over etc.PlantsOrder the seasons Be able to talk about similarities and differences and four seasonsNames parts of a four seasons in a year four seasons in a yearComputing links: tat different weather four seasons in a yearNames parts of a some common talk aboutSome common sea creatures: whale, different weather different weather act to same online as I following the Gold standard rules -Names parts of a some common sea creatures: whale, different weather salvationPlant creatures: whale, doin school by following the Gold standard rules -To know that there are know that there are winterFlorent weather can talk aboutPlant class.Computing links: creatures: whale, diplement weather can talk aboutPlant class.Computing links: creatures: whale, diplement weatherKnow that there are four seasons in a yearWe make ourGom school by four seasons in a yearFlou						senses
knees, feet, hands, eyes, ears, mouth, nose. (see developing experts)times in different ways.polar bear, penguin, whale, walrus.etc.Be able to talk about similarities and and understand it is a differences and living thingBe able to talk about similarities and differences and compare each of the Can say what a plantBe able to talk about similarities and differences and compare each of the Can say what a plantBe able to talk about similarities and differences and compare each of the Can say what a plantUnderstand and name different weather have different weather- autumn Know that there are four seasons in a yearTo know where they need to live in - four seasonsScience links: Animalsand understand it is a different weather needs to survive- water, light, foodGompare each of the Can say what a plant needs to survive- vater, light, foodKnow that there are four seasons in a year four seasons in a yearKnow that I need to different weather do in school by following the Gold standard rules -Understands that different weather- winterTheme - Easter Can talk about can talk aboutNames parts of a doas.Be able to talk about similarities and different weather- some common sea salvationKey question - What is following the Gold standard rules -MinterCan talk about safter a bean plant and plantRe links:Key question - What is following the Gold standard rules -Kow that there are four seasons in a yearGom talk about safter a bean plant and plantRe links:Key question - What is following the Gold <td></td> <td></td> <td></td> <td></td> <td>Developing experts –</td> <td></td>					Developing experts –	
eyes, ears, mouth, nose. (see developing experts)ways.whale, walrus.Can identify a plant and understand it is a 				near/far, under, over	Plants	
nose. (see developing experts)Compare and contrast characters from stories including figures from the past. that different seasons have different weather- autumn Know that there are four seasons in a yearTo know where animals live, and what type of environment they need to live in - arctic.Science links: Developing experts - Animalsand understand it is a living thing Can say what a plant needs to survive- water, light, food Names parts of a some common sea creatures: whale, doin school by following the Gold standard rules -Gomputing links: esafetyScience links: and understand they need to live in - arctic.and understand it is a living thing Can say what a plant needs to survive- water, light, food Names parts of a salvationdifferences and compare each of the four seasons children willNames parts of a solutionsome common sea creatures: whale, dolphin, fish, octopus different weather- winter Mutumnact to same online as I following the Gold standard rules - We make ourTo know where animals live, and what they need to live in - arctic.RE links: Can talk about members of their immediate family andand understand it is a differences and compare each of the Can say what a plant four seasons four seasons in a yearNames parts of a some common insectssome common insectssome common insectsNames parts of a some common insectssome common insectssome common insectsNames parts of a some common insectssome common insectssome common insectsNames parts of a some common insectssome common insectsch				etc.		
experts)characters from understand and name different weatheranimals live, and what type of environment they need to live in - arctic.Developing experts - Animalsliving thing Can say what a plant needs to survive- Children willBegin to understands that different seasons have different weather- autumn Know that there are four seasons in a yearComputing links: E-safetyarctic.RE links:Water, light, food plantrecognise and name compare each of the four seasonsKnow that I need to our seasons in a yearKnow that I need to ou in school by following the Gold Autumndifferent weather- four seasons in a yearInderstands that fight four seasons in a year four seasons in a yearTheme - EasterKnow show to look grow their own in class.dolphin, fish, octopus jellyfish, starfish.RE links:We make ourWe make ourfour seasons in a yearKnow that there are four seasons in a yearmembers of their memdiate family andRecognise and name some common insectsChristianity, Islam, udaism.						
Understand and name different weather begin to understands that different seasons have different weather- autumn Know that there are four seasons in a year Autumnstories including figures from the past. Computing links: E-safetytype of environment they need to live in - arctic.AnimalsCan say what a plant needs to survive- Children willRE links:Computing links: E-safetyarctic.RE links:water, light, food salvationrecognise and name creatures: whale, different weather act to same online as IKnow that there are four seasons in a year AutumnKnow that there are following the Gold standard rules -Inderstands that different weather- winterTheme - EasterKnows how to look grow their own in class.dolphin, fish, octopus different weather- winterRE links:We make ourWe make ourfour seasons in a year four seasons in a yearKnow that there are four seasons in a yearCan talk about members of their members of theirRecognise and name some common insectsChildren will						
different weather Begin to understands that different seasons have different weather- autumn Know that there are four seasons in a year Explore changes in Autumnfigures from the past. they need to live in - arctic.they need to live in - arctic.needs to survive- water, light, food Christian concept -Children will recognise and name some common sea some common sea some common sea salvationKnow that there are four seasons in a yearfollowing the Gold standard rules -Understands that different weather- winterTheme - EasterKnow their own in creatures: whale, dolphin, fish, octopus ifferent weather- Easter?Re links:Children will recognise and name some common sea some common sea some common sea salvationRE links:We make ourfour seasons in a year four seasons in a yearKey question - What is members of their immediate family and some common insectsChildren will recognise and name some common sea some common sea creatures: whale, dolphin, fish, octopus different weather- Know that there are members of theirneeds to survive- meds to survive- Names parts of a some common insectsChildren will recognise and name some common sea common sea creatures: whale, dolphin, fish, octopus different weather- Know that there are members of theirneeds to survive- Names parts of a some common insectsChildren will recognise and name Christianity, Islam, udaism.	1 2				0	-
Begin to understands that different seasons have differentComputing links: E-safetyarctic.RE links: understand and name (histian concept - salvationwater, light, food Names parts of a some common sea creatures: whale, dolphin, fish, octopus jellyfish, starfish.Mean er differentKnow that I need to act to same online as I do in school byUnderstands that different weatherTheme - EasterNames parts of a plantsome common sea creatures: whale, dolphin, fish, octopus jellyfish, starfish.Know that there are four seasons in a yeardo in school by following the Gold standard rules -different weather- winterEaster?grow their own in class.RE links:Know that there are four seasonsWe make ourfour seasons in a yearTheme - Some common insectsTheme: Special Place Christianity, Islam, immediate family andChristianity, and some common insects				Animals		
that different seasons have different weather- autumn Know that there are four seasons in a yearE-safety Know that I need to act to same online as I do in school by following the Gold AutumnUnderstand and name different weatherChristian concept – salvationNames parts of a plantsome common sea creatures: whale, dolphin, fish, octopusKnow that there are four seasons in a yearKnow that there are following the Gold attandard rules –Understands thatTheme – EasterNames parts of a plantsome common sea creatures: whale, dolphin, fish, octopusKnow that there are four seasons in a yearfollowing the Gold standard rules –different weather- winterEaster?grow their own in class.RE links:Know that there are AutumnWe make ourfour seasons in a yearGan talk about immediate family andChristianity, Islam, some common insects			5			
have different weather- autumn Know that there are four seasons in a year AutumnKnow that I need to act to same online as Idifferent weather Understands thatsalvation Theme – Easterplant Knows how to look dolphin, fish, octopus dolphin, fish, octopus different seasons have different weather- winterplant Theme – Eastercreatures: whale, dolphin, fish, octopus diplicing the Gold winterKnow that there are following the Gold Autumnfollowing the Gold standard rules –different weather- winterEaster?grow their own in class.RE links:Know that there are Me make ourWe make ourfour seasons in a yearGour seasons in a year immediate family andclass.Theme: Special Place Christianity, Islam, some common insects						recognise and name
weather- autumn Know that there are four seasons in a year Autumnact to same online as I do in school by following the Gold standard rules -Understands that different seasons have different weather- winterTheme - EasterKnows how to look Key question - What is after a bean plant and grow their own in class.dolphin, fish, octopus dolphin, fish, octopus jellyfish, starfish.RE links:We make ourFour seasons in a year four seasons in a yearWe make ourFour seasons in a year four seasons in a yearTheme - EasterKnows how to look key question - What is after a bean plant and grow their own in class.dolphin, fish, octopus jellyfish, starfish.						
Know that there are four seasons in a year Explore changes in Autumndo in school by following the Gold standard rules -different seasons have different seasons have WinterKey question – What is after a bean plant and grow their own in class.jellyfish, starfish.RE links:do in school by following the Gold standard rules -different seasons have different weather- Know that there are four seasons in a yearEaster? can talk about members of theirgrow their own in class.RE links:Re links:We make ourfour seasons in a year four seasons in a yearimmediate family and immediate family and some common insectsJudaism.						
four seasons in a year Explore changes in Autumnfollowing the Gold standard rules -different weather- winterEaster? Can talk about members of theirgrow their own in class.RE links:RE links:We make ourfollowing the Gold standard rules -different weather- winterEaster? Can talk about members of theirgrow their own in class.RE links:		act to same online as I				dolphin, fish, octopus,
Explore changes in Autumnstandard rules - winterwinter Know that there are four seasons in a yearCan talk about members of theirclass.Theme: Special Place Christianity, Islam, some common insects Judaism.RE links:We make ourfour seasons in a yearimmediate family and some common insects Judaism.Can talk about class.Class.Theme: Special Place Christianity, Islam, some common insects Judaism.		do in school by				
Explore changes in Autumnstandard rules - We make ourwinter Know that there are four seasons in a yearCan talk about members of theirclass.Theme: Special Place Christianity, Islam, some common insects Judaism.		following the Gold			0	
AutumnKnow that there are four seasons in a yearmembers of theirRecognise and nameChristianity, Islam,RE links:We make ourfour seasons in a yearimmediate family and immediate family and some common insectsJudaism.	1 0	U				Theme: Special Places.
I I I I I I I I I I I I I I I I I I I	RE links:			-		F
		problems sinuler be	and name them-	community.	in the UK: Insects-	Key question – What
that we can sort them winter spider, caterpillar, makes places special		that we can sort them	winter		spider, caterpillar,	makes places special?

	Special People -	out quickly and feel	Begin to be able to talk	Name and describe	butterfly, ladybird, fly,	Can talk about
	What makes people	1 5	0			members of their
	special?	mappy again	changes in each	familiar to them.	,	immediate family and
	Christianity, Judaism	We choose our words	changes in edul		animals live, and what	
	Can talk about					Name and describe
		5			51	people who are
		respect for each other.	reserves and the restriction of		5	familiar to them.
	immediate family and		•	1		
	community.				0	Understand that some
	Name and describe	that we own our own		0		places are special to
	people who are		0		5	members of their
	familiar to them.	We listen to each other	cold enough it freezes		butterfly	community.
	Recognises that	so that we get things	and becomes ice.	life in this country and		Recognises that
	people have different		0			people have different
	beliefs and celebrate			Understand the effect	5	beliefs and celebrate
	special times in	W/o one in the night			Christianity, Islam,	special times in
	different ways.		0		-	different ways.
	Compare and contrast		water.			Recognises some
		so that we are safe and				similarities and
	stories including			Can play simple games		differences between
	figures from the past.	Mo would houd and	Theme - celebrations			life in this country and
	Computing links:			Whiteboard or an ipad		life in others.
	Digital literacy				immediate family and	
	Know that typing on a			Can play simple games		Computing links:
	keyboard makes	_		on the Interactive		Know that computers
1.	etters appear on the				people who are	can look different e.g
	screen	work	immediate family and	ipad by dragging and	familiar to them.	like a computer,
ŀ	Know that a click or			dropping items	0	phone, tv, car ect.
r	move of the mouse	Know that a trusted	Name and describe	Children can	of familiar situations	- Know that a
c	controls the cursor on	adult has to supervise	people who are	independently change	in the past.	computer can follow
s	screen			games or increase	Understand that some	
		., , .	Recognises that	levels of difficulty on	places are special to	programming a bee
		I know that there are	people have different	games		bot.
		strangers online as	beliefs and celebrate	0	community.	
		well as in real life.	special times in		Recognises that	
			different ways.		people have different	
			Recognises some		beliefs and celebrate	
			similarities and		special times in	
			differences between		different ways.	
			differences between		different ways.	

voices and glockenspiels.context of the songs.from the songs.and low pitch using the images from the songs,song with a pitchedwith a song using oneand low pitch in thesong song with a pitchednote.

			Use the stanting	Use the starting	words on physics	
				- Use the starting note		
			to explore melodic		the song.	
			patterns using one or	patterns using one or	- Enjoy the playing	
			two notes.	two notes.	patterns using a	
					combination of any of	
					the three notes, C, D	
					and E.	
P.H.S.E	Being Me in My	Celebrating	Dreams & Goals	<u>Healthy Me</u>	<u>Relationships</u>	Changing Me
		Difference				
			Children are taught	Children are taught	Children are taught	Children are taught
	Children are taught	Children are taught	to:	to:	to:	to:
	Ŭ	to:	Understand that if	Understand that they	Identify some of the	Name parts of the
	Understand how it	Identify something	they persevere they	5	jobs that they do in	body
		that they are good at			their family and how	Be able to say some
		and understand that	Talk about a time that		they feel like they	things that they can
			they didn't give up		belong	do and foods that they
	Start to recognise and		until they achieved		Know how to make	can eat to be healthy
		Understand that being		0	friends and to stop	Understand that we
		different makes us all	Set goals and work	Know which foods are	1	all grow from babies
	others to make school		towards them			to adults
		Know that we are all	Use kind words to	healthy and to be able		
		different but the same	encourage people	to make healthy eating		about moving to Y1.
	-	in some ways.	Understand the link		friends	Talk about their
		Say why they think	between what they	Know how to help		worries and/ore the
	Understand children's		5	themselves go to sleep	0	things they are
			they might like to do		words	looking forward to
		Understand what	when they are older	sleep is good for		about being in Y1
			Say how they feel			Share memories of the
			when they achieve a		Know how to be a	best bits of this year
			goal and know what it			in F2.
		words to use to stand	means to feel proud.	understand why this is	0	
		up for themselves	r i r i r	important before they		Additional
		when someone says or		eat and after they go		knowledge:
		does something		to the toilet		Know and talk about
		unkind.		Know what a stranger		the different factors
	skills they need to			is and how to stay safe		that support their
	manage the school					overall health and

	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	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.		if a stranger approaches them. Additional knowledge: Make healthy choices about tooth brushing.	wellbeing- sun safety and safety near water
R.S.E			Importance of friendships Importance of saying sorry and forgiveness Understanding all families are different.		