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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Topic** | | **All about me!** | **Dinosaurs** | **Once upon a time** | **Spring** | **Space** | **Children’s choice**  (We will cover a range of themes the children wish to learn about) |
| 3 prime areas of learning and development | Personal, social and emotional development. | **Self confidence:**  Key groups.  Snack time discussions: my favourite...  Star of the day  Free flow activities  Choosing from new resources and activities  **Managing feelings:**  Settling in, new routines.  Behaviour rules and expectations.  Circle time  **Making relationships:**  Who are my classmates?  Circle time.  Role play area: home corner | **Self confidence:**  Key groups  Snack time discussions  Star of the day  Free flow activities  Class share bear  What I like and why  **Managing feelings:**  Circle time  Treating others with respect  **Making relationships:**  Circle time.  Learning about other cultures  Listening to others | **Self confidence:**  Key groups  Snack time discussions  Star of the day  Free flow activities  Class share bear  Talking about what I am good at  **Managing feelings:**  Circle time  Looking after my friends  Solve problems  **Making relationships:**  Circle time.  Finding a compromise with friends  Finding more out about my friends | **Self confidence:**  Key groups  Snack time discussions  Star of the day  Free flow activities  Class share bear  Talking about what I find tricky  **Managing feelings:**  Circle time  Working together as a group  **Making relationships:**  Circle time.  Working with children I might not choose to | **Self confidence:**  Key groups  Snack time discussions  Star of the day  Free flow activities  Class share bear    **Managing feelings:**  Circle time  Stop and think before I act  **Making relationships:**  Circle time  Understanding we don’t all have to agree | **Self confidence:**  Key groups  Snack time discussions  Star of the day  Free flow activities  Class share bear  **Managing feelings:**  Circle time  Coping with change  Talking about my feelings  **Making relationships:**  Circle time.  Meeting new adults ready for next year | |
| Physical development | **Moving:**  PE  Fine motor activities  Play dough, cutting, letter formation,  Daily yoga  **Self -care:**  My body.  Healthy eating  Changing for PE  Using equipment safely | **Moving:**  PE  Cutting activities  Daily yoga  Fine motor activities  Going on a bear hunt – high/low, over/under  **Self -care:**  I need sleep  Changing for PE  Using equipment safely | **Moving:**  PE  Cutting activities  Daily yoga  Fine motor activities  **Self -care:**  Undoing trickier fastenings on clothes: buttons, laces… | **Moving:**  PE  Cutting activities  Daily yoga  Fine motor activities  **Self -care:**  Looking after my body  Healthy eating | **Moving:**  PE  Cutting activities  Daily yoga  Fine motor activities  Space academy  **Self -care:**  How to keep myself safe, road awareness | **Moving:**  PE  Cutting activities  Daily yoga  Fine motor activities  **Self -care:**  Looking after my body in the hot sun | |
| Communication and language | Phase 1 Phonics  **Listening:**  Listening station  Class stories  Listening during key group discussions  **Understanding:**  Following instructions  Simons says…  **Speaking:**  Sharing holiday stories  Asking questions  Role play | Phase 2 Phonics  **Listening:**  Listening station  Class stories  Listening during key group discussions  Class share bear  **Understanding:**  Two part instructions  Answering ‘why’ questions  **Speaking:**  Class share bear  Asking questions  Role play | Phase 2/3 Phonics  **Listening:**  Listening station  Class stories  Listening during key group discussions  Class share bear  **Understanding:**  Following class stories that’s don’t have pictures  **Speaking:**  Class share bear  Asking questions  Role play  Telling my own stories | Phase 3 Phonics  **Listening:**  Listening station  Class stories  Listening during key group discussions  Class share bear  **Understanding:**  Responding appropriately to others in the groups  **Speaking:**  Class share bear  Asking questions  Role play  Past/present/future | Phase 3/4 Phonics  **Listening:**  Listening station  Class stories  Listening during key group discussions  Class share bear  **Understanding:**  Responding appropriately to others in the groups  **Speaking:**  Class share bear  Asking questions  Role play  Walkie Talkie space radios | Phase 4 Phonics  **Listening:**  Listening station  Class stories  Listening during key group discussions  Class share bear  **Understanding:**  Discuss stories and express views on characters  **Speaking:**  Class share bear  Asking questions  Role play | |
| 4 specific areas of learning and development | Literacy | **Phonics phase 1&2**  **Reading:**  Phase 1 daily phonics  My favourite stories  Songs and rhymes  Rhyming activities  **Writing:**  Fine motor skills  Mark making  Name writing  Writing station  Letter formation | **Phonics phase 2**  **Reading:**  Phase 2 daily phonics  Reading comprehension  I spy  Non-fiction reading  **Writing:**  Fine motor skills  Mark making  Name writing  Writing station | **Phonics phase 2&3**  **Reading:**  Phase 2/3 daily phonics  Phonics groups  Reading comprehension  Reading new genres  **Writing:**  Fine motor skills  Letter formation  Writing common words  Writing station | **Phonics phase 3**  **Reading:**  Phase 3 daily phonics  Phonics groups  Reading comprehension  Non-fiction reading  **Writing:**  Fine motor skills  Letter formation  Writing common words  Writing station | **Phonics phase 3&4**  **Reading:**  Phase 3/4 daily phonics  Phonics groups  Reading comprehension  Non-fiction reading  **Writing:**  Fine motor skills  Hand writing  Writing common words  Writing station | **Phonics phase 4**  **Reading:**  Phase 4 daily phonics  Phonics groups  Reading comprehension  **Writing:**  Fine motor skills  Hand writing  Writing irregular common words  Writing station | |
| Mathematics | **Number:**  Counting songs  Recognising and ordering numbers to 10.  Matching numbers to quantity.  **Shape, Space + measure:**  Positional language  How big am I?  Following a pattern  Colours | **Number:**  Counting songs  Comparing groups  Sorting objects  Recognising and ordering numbers to 20.  More and less  **Shape, Space + measure:**  Positional language  Naming 2D shapes  Shapes  Ordering sizes | **Number:**  Counting songs  More and less  Addition and subtraction  Problem solving  Matching numbers to larger quantities  **Shape, Space + measure:**  Using shapes in construction  Naming 2D and 3D shapes  Patterns | **Number:**  Counting songs  Addition and subtraction  Doubling + halving  Problem solving  Estimating  **Shape, Space + measure:**  Time  Weighing vegetables  Buying and selling spring vegetables | **Number:**  Addition and subtraction  Sharing  Estimating  Doubling + halving  Problem solving  **Shape, Space + measure:**  Shape rockets  What’s bigger…?  Patterns  Capacity | **Number:**  Counting songs  Addition and subtraction  Doubling + halving  Sharing  Problem solving  **Shape, Space + measure:**  Using shapes in construction  Time  Money | |
| Understanding the world | **People + communities:**  My family  Harvest  **The world:**  My school environment  Seasonal change  Conker fun  **Technology:**  Exploring the Ipad games  Smartboard  Listening station | **People + communities:**  Special times and events  **The world:**  Bear hunt: different natural environments  The North Pole  Freezing/Melting  **Technology:**  Paint program on the IPad  IPad maths games | **People + communities:**  What makes me unique?  **The world:** (stories linking…)  Floating and sinking  Looking after our environment  **Technology:**  Shape geoboard (ipads)  Maths games (ipads) | **People + communities:**  Past and present events in my life  **The world:**  Seasonal change  New growth  Looking after plants  How do bees make honey?  **Technology:**  Scratch (ipads)  Time games (ipads)  Taking pictures of outside changes | **People + communities:**  Occupations  **The world:**  Observing globes and maps  Phases of the moon  Looking after our world  How do rockets work?  **Technology:**  Walkie Talkie space radios  Paint: Space/rocket | **This will depend on the topics the children choose to cover during their last term in foundation.** | |
| Expressive arts and design | **Exploring, media and materials:**  Music: Special people looking at beat and tempo  Moving to music, hearing the beat.  Self-portraits  Outdoors art  Sensory play  **Being imaginative:**  Role play home corner  Exploring the classroom  Dressing up | **Exploring, media and materials:**  Music: Growth & change + pg32 The three bears pg86 Teddy bears  Ice play  Mud/sticks/rocks bear cave  Split pin bears  **Being imaginative:**  Role play  Bear hunt | **Exploring, media and materials:**  Music: Stories and sounds, looking at structure  Sensory play  Constructing art from familiar stories  Mixing colour  **Being imaginative:**  Role play  Using a storyline in play  Dressing up | **Exploring, media and materials:**  Music: Working world (texture)  Pester and mortar garden scents  Vegetable printing  **Being imaginative:**  Role play | **Exploring, media and materials:**  Music: going places (high+low)  Van Gogh’s Starry night  Junk model rockets  Sun melted chocolate  **Being imaginative:**  Role play  Dressing up | **Exploring, media and materials:**  Music: moving patterns  Self portraits (to compare with start of the year)  **This will depend on the topics the children choose to cover during their last term in foundation.** | |