|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Topic** | **All about me!** | **Celebrations** | **Once upon a time** | **Spring** | **Dinosaurs** | **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 activitiesChoosing 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 groupsSnack time discussionsStar of the day Free flow activitiesWhat 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 groupsSnack time discussionsStar of the day Free flow activitiesTalking about what I am good at**Managing feelings:**Circle time Looking after my friendsSolve problems **Making relationships:** Circle time.Finding a compromise with friendsFinding more out about my friends  | **Self confidence:**Key groupsSnack time discussionsStar of the day Free flow activities 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 groupsSnack time discussionsStar of the day Free flow activities**Managing feelings:**Circle time Stop and think before I act**Making relationships:** Circle timeUnderstanding we don’t all have to agree  | **Self confidence:**Key groupsSnack time discussionsStar of the day Free flow activities**Managing feelings:**Circle time Coping with changeTalking about my feelings **Making relationships:** Circle time.Meeting new adults ready for next year |
| Physical development | **Moving:** PEFine motor activitiesPlay dough, cutting, letter formation,Disco Dough**Self -care:**My body.Healthy eating Changing for PEUsing equipment safely  | **Moving:** PECutting activities Disco DoughFine motor activities Going on a bear hunt – high/low, over/under **Self -care:** I need sleep Changing for PEUsing equipment safely | **Moving:** PECutting activities Disco DoughFine motor activities **Self -care:** Undoing trickier fastenings on clothes: buttons, laces…  | **Moving:** PECutting activities Disco DoughFine motor activities **Self -care:**Looking after my body Healthy eating  | **Moving:** PECutting activities Disco DoughFine motor activities Space academy**Self -care:**How to keep myself safe, road awareness  | **Moving:** PECutting activities Disco DoughFine motor activities **Self -care:**Looking after my body in the hot sun  |
| Communication and language | Phase 1&2 Phonics **Listening:**Listening stationClass stories Listening during key group discussions**Understanding:** Following instructionsSimons says…**Speaking:**Sharing holiday stories Asking questions Role play  | Phase 2 Phonics **Listening:**Listening stationClass stories Listening during key group discussions**Understanding:** Two part instructions Answering ‘why’ questions **Speaking:** Show and Tell Asking questions Role play | Phase 2&3 Phonics **Listening:**Listening stationClass stories Listening during key group discussions**Understanding:** Following class stories that’s don’t have pictures**Speaking:** Show and TellAsking questions Role playTelling my own stories | Phase 3 Phonics **Listening:**Listening stationClass stories Listening during key group discussions**Understanding:** Responding appropriately to others in the groups**Speaking:** Show and TellAsking questions Role playPast/present/future | Phase 3&4 Phonics **Listening:**Listening stationClass stories Listening during key group discussions**Understanding:** Responding appropriately to others in the groups**Speaking:** Show and TellAsking questions Role play  | Phase 4 Phonics **Listening:**Listening stationClass stories Listening during key group discussions**Understanding:** Discuss stories and express views on characters **Speaking:** Show and TellAsking 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 skillsMark 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 skillsMark making Name writing Writing station Letter formation  | **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 wordsWriting 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 wordsWriting station  | **Phonics phase 4****Reading:** Phase 4 daily phonics Phonics groups Reading comprehension **Writing:**Fine motor skills Hand writing Writing irregular common wordsWriting station  |
| Mathematics | **Number:** Counting songs Recognising and ordering numbers to 10.Matching numbers to quantity. **Shape, Space + measure:** Positional languageHow big am I?Following a patternColours  | **Number:** Counting songs Comparing groups Sorting objectsRecognising 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 subtractionProblem solving Matching numbers to larger quantities **Shape, Space + measure:** Using shapes in construction Naming 2D and 3D shapesPatterns  | **Number:** Counting songs Addition and subtractionDoubling + 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…?PatternsCapacity  | **Number:** Counting songs Addition and subtractionDoubling + halvingSharing 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 gamesSmartboardListening station  | **People + communities:**Special times and events **The world:** Nocturnal and hibernating animalsBear hunt: different natural environments **Technology:**Paint program on the IPadIPad maths games  | **People + communities:**What makes me unique?**The world:** (stories linking…)Freezing and meltingFloating 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 worldHow do rockets work?**Technology:** Walkie Talkie radios Paint: dinosaurs  | **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-portraitsOutdoors art Sensory play **Being imaginative:** Role play home corner Exploring the classroom  | **Exploring, media and materials:** Music: Growth & change Ice play Mud/sticks/rocks bear caveSplit pin bears **Being imaginative:**Role playBear hunt  | **Exploring, media and materials:** Music: Stories and sounds, looking at structure Sensory play Constructing art from familiar stories Mixing colour **Being imaginative:**Role playUsing a storyline in playDressing up | **Exploring, media and materials:** Music: Working world (texture) Pestle and mortar garden scents Vegetable printing **Being imaginative:**Role play | **Exploring, media and materials:** Music: going places (high+low)Junk model eggsSun melted chocolate**Being imaginative:**Role playDressing up | **Exploring, media and materials:** Music: moving patternsSelf 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.** |