

	Autumn 1 - Me and My Family	Autumn 2 - Starry Night	Spring 1 - Once Upon a Time...	Spring 2 - Ready, Steady, Sow!	Summer 1 - Animal Kingdom	Summer 2 - Where do I live?
<b>Significant events</b>	Harvest festival- 1 <sup>st</sup> October	Remembrance Day-12 <sup>th</sup> Nov Bonfire Night- 5 <sup>th</sup> Nov Diwali- 12 <sup>th</sup> Nov St. Andrew's Day- 30 <sup>th</sup> Nov Christmas	New Year Chinese New Year- 10 <sup>th</sup> Feb Valentine's Day	Shrove Tuesday/Pancake Day Science week- 8-17 March World Book Day- 7 <sup>th</sup> March Red Nose Day/Comic Relief Mother's Day- 19 <sup>th</sup> March Easter		Father's Day- 19 <sup>th</sup> June
<b>Enrichment Activities</b>	Settling sessions Baseline Buddying up with year 6 Autumn walk	Drama workshop Love RE Day Group cooking- cupcakes St. Andrews church visit Christmas Performance Christmas Jumper/Dinner Day	Winter walk Ice Experiments Making Chinese food Bird feeders Fairy tale dressing up day Group cooking- gingerbread men	Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads Cooking- Fruit kebabs	Trip to Langford Lakes Spring walk Butterfly Garden Tadpoles Group cooking- bread David Attenborough Blue planet Sports Day	Summer walk Visit to the Church Science Day World Music Day Walk around our Local Area Maps
<b>Possible Key Texts</b>	The growing Story Who's in my Family? What Makes Me a Me? In Every House on Every Street The Little Red Hen Owl Babies Avocado Baby My Family and Other Families	The Nativity Story How to Catch a Star Whatever Next! Peace at Last Jack Frost Little Glow The Best Diwali Ever- Non Fiction Sparks in the Sky Books linked to Monarchy	The Three Billy Goats Gruff The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood On the Way Home You Choose The Magic Paintbrush Cleversticks China- Non Fiction	A Seed in Need- Non Fiction Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed A fruit is a suitcase for seeds The Enormous Turnip Beautiful Bananas The King's Runaway Crown	Oi Frog Farmer Duck Rumble in the Jungle The Very Hungry Caterpillar Tadpole's Promise Mad about Mini beasts We're Going on a Bear Hunt	The Marvellous Moon Map Martha Maps it Out Michael Recycle Handa's Surprise Bog Baby- Literacy Shed
<b>Communication and Language</b>	<b>Early Learning Goals</b>					
  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing and through speech and language interventions	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<b>Personal, Social and Emotional Development</b>	<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>					



Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing and through speech and language interventions



**Personal, Social and Emotional Development**

**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

<p>Children develop their personal, social and emotional skills throughout the year through PSHE, circle times, social stories, ELSA support, diversity stories etc.</p>	<p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
<p><b>Physical Development</b></p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, weekly PE and access to the outside learning environment.</p>	<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>
<p><b>Literacy</b></p> 	<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
<p><b>Mathematics</b></p> 	<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Understanding the World</b></p> 	<p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>