|  |  |  |  |
| --- | --- | --- | --- |
| Overall Theme | **Heroes and Heroines** | **Around the World** | **Growth Mindset** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topics/Themes & Enrichment Opportunities(Subject to slight change due to children’s interests) | **Topics:** - Feelings & behaviour- Harvest- All About Me(Settling in half term, baseline, routines, taking turns, forming relationships, being kind).**Role Play Area Enhancements:**- Home Corner- Café/restaurant- Space station- Dinosaur/explore station  | **Topics:** - People Who Help Us- Our Own Heroes (family, friends, what makes us special, what we aspire to be)- Bonfire Night- Diwali- Christmas**Enrichment:** - Visit from police/firefighter, or trip to the police or fire station- Visit from Nurse - Demonstration from Sarah (Lollipop lady)- Autumn Walk**Role Play Area Enhancements:** - Police Station- Vets/Hospital- Gift & Toy Shop/ Wrapping area for Christmas  | **Topics:** - Winter- Chinese New Year- Valentine’s- Pancake day**Enrichment:** - Making hot chocolate- Chinese food tasting- Making pancakes- Winter walk**Role Play Area Enhancements:** - Winter wonderland (igloo)- Chinese restaurant | **Topics:** - Our local environment- Grimsargh- Countries around the world- Diversity- Growing and planting**Enrichment:**- Walk around our local area of Grimsargh- Looking at Grimsargh in the past vs now- Map making- Looking at traditions around the world- Tasting foods from around the world- Indian/African dancing/drumming - Planting vegetables and flowers in the outdoor area**Role Play Area Enhancements:** - Travel agents- Airport- Garden centre/flower shop | **Topics**: - Minibeasts- Lifecycles- Animals and Their Young**Enrichment:**- Visit from the farmer/visit to the farm.- Trip to Brockholes to look at minibeasts, habitats and pond dipping- Have real caterpillars in the classroom to watch them grow.- Visit from Creepy Crawly Roadshow**-** Making bug hotels**Role Play Area Enhancements:** - Minibeast café- Butterfly garden- Farm shop | **Topic:** - Traditional Tales- Summer holidays**Enrichment:**- Giant caught on CCTV- Clues left in the classroom- Trip to Manchester Airport**Role Play Area Enhancements:** - Fairytale castle- Beach  |
| Communication & Language | - Enjoy listening to longer stories and can remember much of what happens.- Sing songs- Join in with Nursery Rhymes1. - Learn new vocabulary.
2. - Talk about themselves and others in positive ways
 | - Offering ideas in Key Person Groups**-** Using “Talk Books” to initiate discussion with others and share ideas- Pay attention to more than one thing at a time1. - Use a wider range of vocabulary.
2. - Use longer sentences
3. - Listen carefully to rhymes and songs, paying attention to how they sound.
4. - Ask for help when needed
 | 1. **-** Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
2. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
3. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
4. **-** Engage in story times
5. - Follow instructions
 | 1. **-** Know several Nursery rhymes, be able to talk about familiar books, and be able to tell a long story.
2. **-** Start a conversation with an adult or a friend and continue it for many turns.
3. - Listen to and talk about stories to build familiarity and understanding.
4. - Engage in non-fiction books.
 | 1. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
2. - Connect one idea or action to another using a range of connectives.
3. - Describe events in some detail.
4. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
5. **-** Develop own narratives
 | - Understand how to listen carefully and why listening is important.1. - Ask questions to find out more and to check they understand what has been said to them.
2. - Articulate their ideas and thoughts in well-formed sentences.
 |
| Personal, Social & Emotional Development | - See themselves as a valuable individual.- Explore new environment- Learn new rules and routines- Play alongside each other- Learn to share- Talk about own interests. | 1. - Manage their own needs
2. - Manage personal hygiene including dressing and going to the toilet
3. - Explain the reasons for rules, know right from wrong and try to behave accordingly.
4. - Begin to work and play cooperatively and take turns with others.
5. - Show sensitivity to their own and to others’ needs.
 | 1. - Build constructive and respectful relationships.
2. - Think about the perspectives of others.
3. - Be confident to try new activities
4. - Form positive attachments to adults and friendships with peers.
 | - Express their feelings and consider the feelings of others.1. - Identify and moderate their own feelings socially and emotionally.
2. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 | 1. - Show resilience and perseverance in the face of challenge.

- 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.1. - Understand the importance of healthy food choices.
 | 1. - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time, having a good sleep routine, being a safe pedestrian
2. - Transition to Year 1
3. - Speaking in front of the class with confidence
 |
| Physical Development(Using Lancshire Scheme of Work in P.E. alongside these skills) | 1. - Develop the skills they need to manage the school day successfully e.g. lining up and queuing at mealtimes and breaktimes

- Zip up coat- Hygiene – wash own hands- Moving equipment safely- Moving in different ways | 1. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
2. - Demonstrate some strength, balance and coordination when playing.
3. - Begin to use a range of small tools, including scissors, paintbrushes and cutlery.
4. - Show preference to a dominant hand when writing/mark-making
5. - Firework dancing
 | 1. - Develop body strength, co-ordination, balance and agility
2. - Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Such as: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
3. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
4. - Chinese dragon dancing
5. - Chinese New Year sequence dancing
 | 1. - Progress towards a more fluent style of moving, with developing control and grace.
2. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

- Negotiate space and obstacles safely, with consideration for themselves and others. 1. - Begin to show accuracy and care when drawing.
 | 1. **-** Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
2. **-** Develop the foundations of a handwriting style which is fast, accurate and efficient.
3. **-** Have a controlled pencil grip to form letters effectively
 | 1. **-** Combine different movements with ease and fluency.
2. **-** Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
3. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
4. - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
 |
| Maths | - Count objects, actions and sounds.- Baseline- Matching and Sorting- Comparing- Numbers 1-5- Positional Language

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

 | 1. - Link the number symbol (numeral) with its cardinal number value.

- Understand the ‘one more than/one less than’ relationship between consecutive numbers.- Continue, copy and create repeating patterns.- Recognising and naming 2-D shapes | 1. - Subitise up to 3.
2. - Count beyond ten.
3. - Explore the composition of numbers to 10.
4. - Number bonds to 5
5. - Begin to focus on addition of numbers up to 10
 | 1. - Automatically recall number bonds for numbers 0-5 and some to 10.
2. - Compare length, weight, height and capacity.

- Subitise (recognise quantities without counting) up to 5.- Name 3-D shapes and begin to look at their properties | 1. - Select, rotate and manipulate shapes to develop spatial reasoning skills.
2. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
3. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
4. - Combining two groups of objects
5. - Use everyday language to discuss time and money
 | 1. - Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.

- Have a deep understanding of number to 10, including the composition of each number.- Recall doubling and halving facts1. - Verbally count beyond 20, recognising the pattern of the counting system.
2. - Counting on and back to add and subtract numbers
3. - Recognise some coins and how they are worth different values

|  |
| --- |
| - Read basic “O’clock” and some “half-past” times on the clock |

 |
| Literacy | - Phase 1 Phonics- Introduce Phase 2 Sounds- Hear initial sounds- Handle books carefully- Read individual letters by saying the sounds for them. | Phase 2 sounds- Correct letter formation- Shared reading and writing- Write my name- Oral blending- Beginning to join in repeated refrains- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Phase 2/3- Writing labels, captions and phrases.- Blending for writing- Sequencing stories & events- Recognise familiar words- Write letters clearly- Read some common exception words | Phase 3- Non- fiction books- World Book Day- Comprehension- Sentence building- Read simple phrases and sentences made up of words with known letter–sound correspondences- Anticipate (where appropriate) key events in stories.

|  |
| --- |
|  |

 | Phase 3/4- Non-fiction books- Writing sentences independently- Read and write key words- Read own writing- Characters- Retelling stories1. - Form lower-case and capital letters correctly.

- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.- Write recognisable letters, most of which are correctly formed

|  |
| --- |
|  |

 | - Writing sentences- Key Word Spelling- Read and Write tricky words- Use new vocab1. - Use phonic knowledge to write unfamiliar words
2. - Spell words by identifying the sounds and then writing the sound with letter/s.
3. - Re-read what they have written to check that it makes sense.

- Traditional Tales- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.- Say a sound for each letter in the alphabet and at least 10 digraphs. |
| **Key texts:**- The Colour Monster- Little Red Hen- Other Harvest books- Scarecrow’s Wedding- Supertato  | **Key texts** (People Who Help Us topic):- The Jolly Postman- Postman Bear- My first trip to the dentist- Stanley’s Fire Engine- Panda’s Footprints- Detective Dog- A Superhero Like You | **Key texts** (Winter topic + Chinese New Year):- The Great Explorer (Winter topic)- Blue Penguin (Winter topic)- How to Catch a Dragon (Chinese New Year) | **Key texts** (local environment):- Here we are- You Choose- Welcome to Our World- To the Edge of the World- A World of Cookies for Santa- Shine- Our Class is a Family | **Key texts** (Minibeasts/Lifecycles topic + Animals and Their Young):- Bee My Friend- The Very Impatient Caterpillar- The Very Hungry Caterpillar- Oi Frog- Non-fiction texts on Life-cycles- Minibeast Bop- Who is my mother?- Animals on the farm- Wake up time on Bumble Farm  | **Key texts** (Traditional Tales topic):- Jack and the Beanstalk- The Three Little Pigs- Goldilocks and the Three Bears- The Three Billy Goats GruffGoldilocks and the Three Bears |
| Understanding the World | - Talk about members of their immediate family and community.1. - Name and describe people who are familiar to them.
2. - Comment on images of familiar situations in the past.

**-** Adjust to school environment and routine | 1. **-** Understand the effect of changing seasons on the natural world around them.

**-** Talk about the lives of the people around them and their roles in society. - Autumn (seasons changing) - Roles of people in our community- Diwali- Bonfire Night- Christmas- Nativity | 1. **-** Explore the natural world around them.
2. **-** Describe what they see, hear and feel whilst outside. (Winter walk)
3. **-** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
4. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Winter, freezing & melting)

- Winter- Freezing & Melting - Different environments- Weather- Care for the environment- Internet safety1. - Chinese New Year
 | - Compare and contrast characters from stories, including figures from the past.**-** Draw information from a simple map.1. **-** Recognise some similarities and differences between life in this country and life in other countries.
2. **-** Recognise some environments that are different to the one in which they live.
3. **-** Growing and planting, naming parts of a plant and understanding what plants need to survive
 | 1. **-** Understand that some places are special to members of their community.
2. **-** Describe what they see, hear and feel whilst outside. (Spring walk – flowers/minibeasts)
3. **-** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
4. **-** Explore the natural world around them, making observations and drawing pictures of animals and plants.
5. **-** Naming different minibeasts and their features
6. **-** Understanding that life is cyclical, and naming different parts of life cycles of certain animals and insects
7. - Matching animals to their young and knowing their names
 | 1. **-** Recognise that people have different beliefs and celebrate special times in different ways.

**-** Understand the past through settings, characters and events encountered in books read in class and storytelling.1. - 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.
2. - Experiment with materials and their purposes, including which materials float and sink
 |
| Expressive Arts and Design | - Self-portraits- Fruit and Vegetable printing - Harvest Weaving- Exploring different media- Mark Making- Simple Songs – Charanga1. - Listen attentively, move to and talk about music, expressing their feelings and responses.
2. - Sing a range of well-known nursery rhymes and songs.
 | - Christmas Cards- Wrapping presents- Making wrapping paper with pattern and colour- Diwali lamps- Calendars- Bonfire dancing- Bonfire celebrations- Firework pictures- Singing Songs from memory- Christmas pictures- People who help us portrait pictures- Patterns of different jobs and uniforms1. - Sing in a group or on their own, increasingly matching the pitch and following the melody. (Christmas songs)
 | - Cold colours- Penguins- Colour Mixing- Musical Instruments - Winter pictures- Making Chinese Lanterns and dragons1. - Create collaboratively, sharing ideas, resources and skills.
2. - Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese dragon videos to inspire movements)
3. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
 | - Patterns and texture- Instruments- Observational drawings of plants- Experimenting with different colour and texture1. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
2. - Develop storylines in their pretend play.
3. - Invent, adapt and recount narratives and stories with peers and their teacher.
 | - Exploring tools - Sing Songs- Junk modelling- Combining different media to make representations of animals and objects1. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
2. - Share their creations, explaining the process they have used.
 | - Imaginative role play and movement- Acting out stories- Making character masks and costumes1. - Explore and engage in music making and dance, performing solo or in groups.
2. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
3. - Make use of props and materials when role playing characters in narratives and stories.
 |
| PSHE/Value | - All about me- What makes me special- My special people- My feelings | - I’m special, you’re special- Same and different- Same and different families- Same and different homes- I am caring | - What’s safe to go into my body- Keeping myself safe- Safety indoors and outdoors- Listening to my feelings- Keeping safe online- People who keep me safe | - Looking after my special people- Looking after my friends- Being helpful at home and caring for our classroom- Caring for our world- Looking after money | - Bouncing back when things go wrong- Perseverance and resilience- Healthy eating- Moving your body (exercise)- Getting a good night’s sleep | - Seasons- Life stages – plants, animals and humans- Life stages – who will I be?- Getting bigger- Me and my body – girls and boys |
| R.E. | - Harvest- Giving and receiving- Fruits and vegetables- Kindness and selflessness- Changes in season- God loves me and keeps me safe- Respect- Visiting Church- Knowing we are part of God’s family- We are all special | - Valuing each other - What makes us different- Celebrating our differences- The Christmas Story- Jesus’ birthday- Nativity- Mary and Joseph and their journey  | - Old and New Testament- Noah’s Ark- Daniel and the Lions- Joseph’s Coat- Jonah and the Whale- Moses in the Bulrushes | - The Easter Story- Palm Sunday – Jesus arriving- Good Friday – Jesus died on the cross- Easter Sunday – Jesus rising from the dead.- Lent, making Lent promises- The celebration of Easter- Easters symbols | - My special places, who we go with, where we go, why it’s special- Church being a special place (visit to the Church)- Mosque (non-Christian faith special place)- Respecting special places- Respecting other people’s special places | - Special Times- Celebrations – Birthdays, Christmas, New Year, Anniversary, Wedding, Baptism- How we celebrate – family time, gifts, fireworks, special clothes, special food, decorations, candles, balloons |