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| 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 Rhymes   1. - 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 time   1. - 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 facts   1. - 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 stories   1. - 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 vocab   1. - 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 Gruff  Goldilocks 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 safety   1. - 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 – Charanga   1. - 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 uniforms   1. - 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 dragons   1. - 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 texture   1. - 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 objects   1. - 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 costumes   1. - 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 |