

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes / interests / lines of enquiry Experiences	Scrap books Start timelines Going on a Bear Hunt Pete the cat 3 Little pigs Little Red Hen	Bonfire night Christingle Farmer Duck Owl babies Pets at home visit Diwali	Goldilocks and the 3 Bears Peepo The gingerbread man Easter	Jack beanstalk The enormous turnip? Handa's surprise	Noah's Ark Mrs Armitage wheels Bear on a bike	Little red Riding Hood Little red Goldilocks in the city Lila rain
Communication and language	<ul style="list-style-type: none"> • Children will enjoy listening to longer stories • Children will understand two part instruction. (get your bag and coat) • Children can talk about familiar stories • Children can express a view point (characters, stories) • Children can talk confidently in sentences of up to 4 words 	<ul style="list-style-type: none"> • Children will enjoy listening to longer stories • Children will understand two part instruction. (get your bag and coat) • Children can talk about familiar stories • Children can express a view point (characters, stories) • Children can talk confidently in sentences of up to 4 words 	<ul style="list-style-type: none"> • Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. • Children are beginning to use a wider range of vocabulary from the stories and topics so far. • Children understand 'why' questions' 'Why did the gingerbread man run away' 	<ul style="list-style-type: none"> • Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. • Children are beginning to use a wider range of vocabulary from the stories and topics so far. • Children understand 'why' questions' 'Why did the gingerbread man run away' 	<ul style="list-style-type: none"> • Children understand how to listen carefully and why listening is important. • Children will listen to, talk about and ask questions about stories to build familiarity and understanding. • Children can retell a full story. (beginning, middle and end) • Children are learning new Tier 2 vocabulary. • Children ask questions to find out more and to check they understand what has been said to them. • "What does that mean?" • "Why did they do that?" • Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • Children understand how to listen carefully and why listening is important. • Children will listen to, talk about and ask questions about stories to build familiarity and understanding. • Children can retell a full story. (beginning, middle and end) • Children are learning new Tier 2 vocabulary. • Children ask questions to find out more and to check they understand what has been said to them. • "What does that mean?" • "Why did they do that?" • Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.
PSED	<ul style="list-style-type: none"> • Children talk about their feelings using words like happy, sad, angry or worried. • Children begin to understand the meaning of perseverance and resilience 	<ul style="list-style-type: none"> • Children have a developed sense of responsibility and membership of a community • Children use perseverance and resilience with support from an adult • Children can manage their own needs (handwashing) 	<p>Children know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity _ • healthy eating _ • tooth brushing _ • sensible amounts of 'screen time' _ • having a good sleep routine _ • being a safe pedestrian _ 			

Literacy	<ul style="list-style-type: none"> To recognise their name and make marks to represent it Write the letters in their name Give meaning to the marks they make when drawing, painting or writing Use their print and letter knowledge in early writing in their play Spot rhyme in familiar stories and poems Count clap syllables in words Recognise words can have the same sounds To understand we read print from left to right 	<ul style="list-style-type: none"> To spell words using my phonic knowledge To begin to write captions using letter sound correspondence and include my finger spaces 	<ul style="list-style-type: none"> To form lowercase letters correctly To read sentences with taught sounds in them 			
Phonics	<ul style="list-style-type: none"> Oral blending CVC words into words Reading and writing set 1 sounds Begin to read CVC words To use my Fred fingers to count how many sounds I need 	<ul style="list-style-type: none"> To begin to read simple captions with known sounds To read CCVC words To begin to write a captions using hold a sentence To begin to read red words in captions. 	<ul style="list-style-type: none"> To read words with set 2 sounds in them To write words with set 2 sounds in them To read a range of red words 			
Understanding the world	<ul style="list-style-type: none"> Children can talk about special times (timeline) Children will use all their senses to explore natural materials and collections of materials with similar/ different properties (3 little pigs) Floating and sinking Children talk about when they were babies (scrapbooks and timelines) To begin to understand the needs of our pet 	<ul style="list-style-type: none"> Children understand that some places are special to members of their community (Christingle) Children will understand and discuss religious stories making connections with personal experiences (Christmas) Begin to recognise that we celebrate certain events such as bonfire night, because of what happened years ago. Children talk about things that are special and valued in a place of worship (Christingle) Children begin to recognise some religious people have places which have special meaning to them Children can talk about some familiar food Children will discuss that some animals live in woodlands, forest and farms. Children can recognise and name 2 or more local features e.g., school and church To recognise that London is the capital city of England To explore how you can shine light through some materials and not others. Investigate shadows 	<ul style="list-style-type: none"> Children can talk about somewhere that is special to themselves, saying why Children begin to recognise that different people have special beliefs that are important to them Children can sort objects or images into old and new using the right vocabulary Comment on images of familiar situations from the past (home) Compare and contrast characters from stories including figures from the past (family) Children will talk about children and adults are different To begin to take responsibility to caring for our pet To observe changes in materials and that some materials are hard, solid or soft Children begin to understand that when water gets cold enough it becomes ice 	<ul style="list-style-type: none"> Children will know that a plant is a living things. (Sci) Children can recognise and name parts of a plant. (Sci) Children begin to understand how to look after plants. (Sci) Children understand how certain plants grow and correctly sequence the growth patterns. (Sci) Children notice and talk about the changes that happen to plants as they grow. (Sci) To begin to understand the need for a healthy lifestyle To explore and talk about different forces they can feel. (push, pull. Stretch) 	<ul style="list-style-type: none"> Comment on images of familiar situations from the past (transport) Draw information from a simple map Children will follow a simple map 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences that they have experienced or seen in photos Recognise that some environments are different to the one in which they live Recognise that there are some similarities and differences between life in this country and life in other countries
Expressive Arts and Design	<ul style="list-style-type: none"> Join materials and explore textures Use objects and tools to print Listening and responding to different styles of music Make their singing voice loud and quiet Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> Draw a representation of themselves or family understanding that they need a head, arms legs etc. To explore how red, blue and yellow can be mixed to make different colours To use objects and tools to print with to create a pattern or image Watch and talk about a dance performance and express feelings and responses 	<ul style="list-style-type: none"> Use particular colours to paint pictures- e.g. green for a tree Using different cut of materials to make a simple image Join materials with using selotape, glue, and split pins with support Tap a beat/clap in time to a piece of music Explore and engage in music making and singing performing solo or in a group 			

	<ul style="list-style-type: none">• Using drawing to represent ideas like movement or loud noises (fireworks)• Move in time to a steady beat• Tap out a repeated rhythm		
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