

	Autumn 1 Marvellous Me	Autumn 2 Fire & Ice (people who help us)	Spring 1 Carnival of the Animals	Spring 2 Wild and Wonderful	Summer 1 Castle Magic	Summer 2 We all go Travelling by	Early Learning Goal
Maths	Numbers 1-5 (composition of each number) Verbally counting to 5 1:1 correspondence and counting Repeating patterns	Numbers 5-10 (composition of each number) Subitise (recognise quantities without counting) up to 5 Verbally count to 10	Verbally count to 15 Addition up to 5 (number bonds) Doubling Using five frames to represent 5 Greater than	Verbally count to 20 Subtraction within 5 Halving Less than Sharing	Teen numbers Addition up to 10 (number bonds) Compare quantities up to 10 Using tens frames to represent 10 2D shapes	<b>ELG 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	<b>ELG 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.
Mental maths	Count reliably to 10 (counting 1 at a time)		Count reliably to 20  Number bonds to 5  Count in 10's to 100		Order numbers to 20  Number bonds to 10  Say 1 more/ less of a number		

English	Stories with familiar settings Initial sounds	Non-fiction – polar animals Lists Labelling	Stories with morals Non-fiction animal books Narrative texts – Who? What? Where? Characters, setting and plot	Stories with a patterned structure and repetition. Information books – facts Different types of writing Instructions <i>Habitat</i>	Traditional Tales Narrative texts Retelling familiar stories Lists Facts  <i>Moat, portcullis, drawbridge, Queen, King</i>	Stories about the past and present Stories with familiar characters <b>ELG</b> <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.	<b>ELG 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. <b>ELG 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.
---------	--	---	--	---	--	--	---

Rainbow Grammar	Joining simple words and phrases with 'and'	Joining simple words and phrases with 'and'	Prepositions Punctuations to end a sentence Adjectives – understanding adjectives as a describing word Dear Zoo	To understand a noun as a naming word Teach stop	To understand a verb as a doing word Co-ordination of adjectives using and Subject, Predicate, Stop	Simple noun phrases Subject, Predicate, Stop	
Phonics	Phase 1 – Aspect 6 & 7 Phase 2 Reading HFW – <b>is, in, it, at, as, an, on, get, got, put</b> Reading tricky words – <b>I, no, go to, the, into</b>	Phase 2 Reading HFW – <b>if, off, big, had, his, him, but, back of, dad, mum, up</b> Reading tricky words – <b>I, no, go to, the, into</b>	Phase 3 Reading tricky words - <b>he, we, me, be, will, was, are, you, my, they, her, she, all</b> Reading HFW – <b>see, this, that, then, them, with, look, for, too</b>	Phase 3 Reading tricky words - <b>he, we, me, be, will, was, are, you, my, they, her, she, all</b> Reading HFW – <b>see, this, that, then, them, with, look, for, too</b>	Phase 4 Reading tricky words – <b>said, so, have, like, some, come, there, when, what.</b>  Reading HFW – <b>went, from, children, little, it's, just, help, said, were, out, one, do</b>	Phase 4 Reading tricky words – <b>said, so, have, like, some, come, there, when, what.</b>  Reading HFW – <b>went, from, children, little, it's, just, help, said, were, out, one, do</b>	
Spelling	Name writing Initial sounds	Using and applying single phonemes Segmenting and blending CVC words	<b>I, go, no, to, the, into</b> Captions	<b>I, go, no, to, the, into</b> Captions  Consolidate spelling of HFW	<b>he, she, me, we, be, was, you</b>  Sentence writing  Consolidate phase 3 digraphs Consolidate spelling of HFW	<b>he, she, me, we, be, was, you</b>  Sentence writing  Consolidate phase 3 digraphs Consolidate spelling of HFW and tricky words	

Handwriting	Pencil grip Name writing	Letter formation – letter families	Letter formation – letter families	High Frequency words	High frequency words Numbers	Target letter formation	
Performance Poetry		I'm a Little Penguin It's Diwali song	Walking Through the Jungle	Caterpillar, Caterpillar	There was a princess long ago		
History (Past and Present)	People and communities (family roles) People who help us – Police officers, firefighters and doctors  <b><i>Talk about the people around them and their roles in society</i></b>	Castles and jobs in the past <b><i>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;</i></b>		Pirates Transport of the past and present <b><i>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;</i></b>		<b>Past and Present ELG</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;	
Geography (People, Culture and Communities The Natural World)	Local area Houses and homes – immediate environment UW- Fire and ice Antarctic animals Cold places (maps) <b><i>Describe their immediate environment using knowledge from observation, discussion,</i></b>	Castles - Location Carnivals Chinese New Year – China on a map  <b><i>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.</i></b>		Journeys London Transport  <b><i>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.</i></b>		<b>People, Culture and Communities ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	

	<p><i>stories, non-fiction texts and maps; 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.</i></p>	<p><i>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;</i></p>		<p>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 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. 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;</p>
--	--	--	--	--

	Science (The Natural World)	Our bodies and self-care Freezing and melting Seasons <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>		Investigation- mixing things together Life cycles Plants and animals (similarities, differences, pattern and change) Drawing plants and animals <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i>		Floating and sinking Seasons  <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>		<b>The Natural World ELG</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EAD	Art	Baseline assessment – self-portraits Exploring different materials Repeating patterns Poppies Kadinsky – Elmers	Christmas cards – different media Colour mixing primary colours Winter/Arctic art Leaf Man	Henri Rousseau – jungle painting Exploring textures and colours of the jungle. Create an animal	Using senses to explore different materials (chick pictures) Painting a caterpillar (using fingers)	Painting a bear (using a fork)	Revisit self-portraits Collage Making pictures using a stimulus	<b>Creating with Materials ELG</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.
	D & T	Diva lamp (clay), model houses	Santas workshop – making something with	Exploring different materials Making an instrument	Designing and making minibeast homes	Designing a castle Making a castle Designing a sheild Creating a character (materials)	Designing a vehicle	

			a purpose in mind Designing a toy	Animal mask (homework)		Making a stick puppet		
RE	Diwali Harvest festival	Christmas story	Easter Chinese New Year		Noah's Ark	Birthdays	<b>People, Culture and Communities ELG</b> 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;	
PE (Physical Development)	Fine motor skills – Dough Disco Rules of getting changed Gymnastics Introductory Unit .	Fine motor skills – Dough Disco  Gymnastics Travelling unit Stretching and Curling unit	Gross motor – Squiggle while you wiggle  Gymnastics Travelling taking weight on Different Body Parts Unit dance Dinosaur dance Healthy me dance Carnival of the Animals	Gross motor – Squiggle while you wiggle  Games Focus on Using Beanbags Focus on Using a Ball	Games Focus on using hoops and quoits Focus on using ropes, bats and balls	Key Skills Throwing and catching underarm throwing overarm throwing bouncing a ball sports day activities	<b>Physical Development ELG:</b> <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. <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.
PSHE	Personal and Social – myself and my relationships	Personal, Social and Emotional – my wellbeing and emotions  People who help us	Family and friends –	Me and my world	Identities and diversity	My body and growing up	
Music (EAD)	Familiar songs Festival songs Nursery rhymes	Nursery rhymes Nativity songs Christmas songs Using instruments – sticks Adventures in Music – Sticks Tap your sticks 123 Bananas unite	Stories through song with actions. Creating dance to music “Carnival of the animals” Saint Saens Using instruments – scarves Using instruments – sticks Adventures in Music – Sticks Tap your sticks 123 Bananas unite Bread and Butter	Making instruments Carnival music Adventures in Music – Swish your scarves The fish in the sea go swish, swish Popcorn kernals	Collective music Adventures in Music – Swish your scarves The fish in the sea go swish, swish, swish Popcorn kernals	Create own music in time with different instruments	<b>Being Imaginative and Expressive ELG:</b> 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.