

Term	Autumn 1 <i>Author in the spotlight – Michael Rosen</i>							Autumn 2 <i>Author in the spotlight – Jill Murphy</i>							Spring 1 <i>Author in the spotlight – Eric Carle</i>						Spring 2 <i>Author in the spotlight – Judith Kerr</i>						Summer 1 <i>Author in the spotlight – Giles Andreae</i>						Summer 2 <i>Author in the spotlight – Julia Donaldson</i>						
No. of Weeks	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Theme	Communication			Additional Theme				Culture			Christmas Celebration Week				Additional Theme			Conflict			Additional Theme			Additional Theme				Conservation											
Theme	Transition Week	Tell Us a Story <i>Traditional Stories</i>			Blast Off!				Halloween/ Bonfire Night			Come Fly with Me! <i>Asia</i>				Christmas Week				Food, Glorious Food!			Help is at Hand <i>Who Helps Us</i>			Animal Crackers			Mother's Day/ Easter	Animal Crackers				Ticket to Ride			What on Earth...?		
Key Texts for Teaching in bold <small>(Book Lists to support each topic separate)</small>	<ul style="list-style-type: none"> Harry and the Dinosaurs go to School – Ian Whybrow Goldilocks and the Three Bears The Gingerbread Man 			<ul style="list-style-type: none"> Whatever Next! – Jill Murphy Pete the Cat: Trick or Pete – James Dean 				<ul style="list-style-type: none"> Bear On A Bike – Stella Blackstone & Debbie Harter The Train Ride – June Crebbin 				<ul style="list-style-type: none"> We're Going on a Present Hunt – Goldie Hawk & Angie Rozelaar 				<ul style="list-style-type: none"> The Very Hungry Caterpillar – Eric Carle Clothelines Clues to Jobs People Do – Deborah Hembrook & Kathryn Heling A Hero Like You – Nikki Rogers 			<ul style="list-style-type: none"> From Egg to Chick – Gerald Legg 			<ul style="list-style-type: none"> The Animal Boogie – Debbie Harter I Wish I Were a Pilot - Stella Blackstone & Max Grover 				<ul style="list-style-type: none"> Michael Recycle – Alexandra Colombo & Ellie Bethel Don't Throw That Away! – Lara Bergen 													
Literacy: Writing	<ul style="list-style-type: none"> Mark-making for enjoyment <p>Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> Narrative - Story sequencing and retelling through repetition <p>The Gingerbread Man</p> <ul style="list-style-type: none"> Narrative - Story sequencing and retelling through repetition 			<p>Whatever Next! – Jill Murphy</p> <ul style="list-style-type: none"> Retelling through repetition and the use of objects & images <p>Pete the Cat: Trick or Pete – James Dean</p> <ul style="list-style-type: none"> Retelling through repetition and the use of actions 				<p>Bear On A Bike – Stella Blackstone & Debbie Harter</p> <ul style="list-style-type: none"> Simple representations of bears Simple representations of different modes of transport <p>The Train Ride – June Crebbin</p> <ul style="list-style-type: none"> Simple representations of trains <p>We're Going on a Present Hunt – Goldie Hawk & Angie Rozelaar</p> <ul style="list-style-type: none"> Narrative – Story sequencing and retelling – Talk for Writing 				<p>The Very Hungry Caterpillar – Eric Carle</p> <ul style="list-style-type: none"> Narrative - Story sequencing and retelling through repetition <p>Clothelines Clues to Jobs People Do – Deborah Hembrook & Kathryn Heling</p> <ul style="list-style-type: none"> Simple representations of different emergency vehicles <p>A Hero Like You – Nikki Rogers</p> <ul style="list-style-type: none"> Designing our own superhero masks using different marks and mediums 			<p>From Egg to Chick – Gerald Legg</p> <ul style="list-style-type: none"> Non-fiction - Sequencing and explaining the life cycle of a chicken <p>The Animal Boogie – Debbie Harter</p> <ul style="list-style-type: none"> Simple representations of jungle animals <p>I Wish I Were a Pilot - Stella Blackstone & Max Grover</p> <ul style="list-style-type: none"> Simple representations of different modes of transport featured in story 			<p>Michael Recycle – Alexandra Colombo & Ellie Bethel</p> <ul style="list-style-type: none"> Drawing what belongs in the bin and what belongs in the recycling box, using marks to give meaning <p>Don't Throw That Away! – Lara Bergen</p> <ul style="list-style-type: none"> Using different mediums to mark-make on different recyclable materials, e.g. markers on plastic, thick pens on egg boxes, painting on cardboard etc <p>Other</p> <ul style="list-style-type: none"> Self-portrait for new Class Teacher 																					
Phonics	Autumn 1 & 2							Spring 1 & 2														Summer 1 & 2																	
	<p>N1 & N2 Letters & Sounds</p> <ul style="list-style-type: none"> Environmental Sounds Voice Sounds Instrumental Sounds Body Percussion 							<p>N1 & N2 Letters & Sounds</p> <ul style="list-style-type: none"> Rhythm and Rhyme Alliteration Oral Blending and Segmenting <p>N2 RWI Phonics Set 1 (20 mins)</p>														<p>N1 Letters & Sounds consolidation</p> <p>N2 RWI Phonics Set 1 (20 mins)</p>																	
Reading	Autumn 1 & 2							Spring 1 & 2														Summer 1 & 2																	
	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. 							<ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. 														<ul style="list-style-type: none"> Identifying Set 1 phonemes & High Frequency Words in texts, familiarisation with fiction and non-fiction types of text. 																	

	<ul style="list-style-type: none"> Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Holds books the correct way up and turns pages. 				
Maths	Autumn 1 & 2 Mater the Curriculum (Supporting WRM Hub) Key focuses Colours Matching Sorting Number 1 Number 2 Pattern	Spring 1 & 2 Mater the Curriculum (Supporting WRM Hub) Key focuses Number 3 & subitising Number 4 & subitising Number 5 & composition Number 6 Height & Length Mass Capacity	Summer 1 & 2 Mater the Curriculum (Supporting WRM Hub) Key focuses Sequencing Positional Language More than/Fewer 2D shape 3D shape Number Composition What comes after? What comes before? Numbers to 5			
Personal, Social and Emotional Development	Birth to 5 to be covered on an ongoing basis as part of daily practice Topic & key Learning Challenge – Managing Self British Values – Rule of Law & Democracy <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas Help to find solutions to conflicts and rivalries Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to the 	Birth to 5 to be covered on an ongoing basis as part of daily practice Topic & key Learning Challenge – Self-Regulation British Values – Mutual Respect & Individual Liberty <ul style="list-style-type: none"> Select and use activities and resources, with help when needed Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule Develop their sense of responsibility and membership of a community Show more confidence in new social situations Becomes more outgoing with unfamiliar people, in the safe context of their setting 	Birth to 5 to be covered on an ongoing basis as part of daily practice Topic & key Learning Challenge – Managing Self British Values – Rule of Law & Acceptance <ul style="list-style-type: none"> Begin to understand how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Talk with others to solve conflict Develop appropriate ways of being assertive 			
Physical Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	People and communities (Range 5): <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Technology Interactive Whiteboard Use for drawing and writing.	People and communities <ul style="list-style-type: none"> Halloween Bonfire Night Christmas Eve/Day People and communities (Range 5): <ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Technology Interactive Whiteboard Use for drawing and writing.	Technology Operating remote control cars and interacting with age appropriate games/software on iPad. <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	People and communities <ul style="list-style-type: none"> Mother's Day Easter 	People and communities <ul style="list-style-type: none"> Eid-ul-Fitr Technology Use Google Search by voice to find information	People and communities <ul style="list-style-type: none"> King's Official Birthday (Trooping the Colour) Father's Day Eid-ul-Adha

