

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Dates	Roald Dahl Day (13.09) Pirate Day (19.09) World's Biggest Coffee Morning (26.09) Recycling Week (22.09) World Space Week (04.10) Black History Month (Oct)	Bonfire Night (05.11) Anti-Bullying Week (10.11) Remembrance Day (11.11) Nursery Rhyme Week (10.11) Children in Need (14.11) Advent (1.12) Winter (21.12)	Penguin Awareness Day (20.01) Burns Night (25.01) Lunar New Year (29.01) Storytelling Week (01.02) NSPCC Number Day (07.02) Valentine's Day (14.02) Pancake Day (17.02)	Lent (5.03) St David's Day (01.03) World Book Day (05.03) British Science Week (14.03) Mother's Day (15.03) St Patrick's Day (17.03) Eid (19.03) Easter (05.04)	Earth Day (22.04) St George's Day (23.04) May Day (01.05) World Bee Day (20.05)	Dinosaur Day (01.06) Butterfly Awareness Day (06.06) World Ocean Day (08.06) Healthy Eating Week (08.06) Father's Day (21.06) Insect Week (22.06) Summer (21.06) World Chocolate Day (07.07)
Weekly Themes	All About Me My Family & Me Pirates Superheroes Space Autumn – Seasons Autumn – Harvest Spooky Season	Fireworks/Diwali Maths Week Nursery Rhymes Let's Investigate - Light and Dark My City Christmas/Nativity	Birds Winter Old and New Lunar New Year Vehicles People Who Help Us	The UK Fairytales Stories from other cultures Zoo Animals Life Cycles Spring	Traditional Tales Planet Earth Alternative Tales Bees Under the Sea	Dinosaurs/Fossils How do I Stay Healthy? Summer At the Seaside Important Jobs Explorers
Texts	The Colour Monster Only One You The Night Pirates Super Potato! Aliens Wear Underpants Seasons Oliver's Vegetables Room on the Broom	Rama and Sita – The Story of Diwali How Many Legs? Nursery Rhymes A Dark, Dark Tale Santa Claus is Coming to Newcastle Upon Tyne The Jolly Christmas Postman	Ruby's Bird Lost and Found When I was a Child Ruby's Chinese New Year Mr Gumpy's Motor Car Zog and the Flying Doctors	The Big Book of the UK The Three Billy Goats Gruff Handa's Surprise The Very Hungry Caterpillar Dear Zoo Hello Spring	The Three Little Pigs Here We Are Jack and the Jellybean Stalk Betsy Buglove Saves the Bees Tiddler	Are the dinosaurs dead? The Tiger Who Came to Tea Bloom When You're Fast Asleep The Lighthouse Keepers Lunch Martha Maps it Out
Trip/ WOW Moments	Planetarium visit	Visit to St Charles' Church Stories with Santa Nativity play	Bird Watch walk in the local area Doctor/dentist visit/or Lunar New Year celebration	Caterpillars Farm visit	Litter picking in local area Scotswood Park Gardens	Celebration Assembly
RE	Myself Judaism Hannukkah	Welcome Birthdays	Celebrating Islam - Special days/ritual objects	Gathering Growing	Good news Friends	Friends God's Wonderful World

Some units carry over into different terms

Personal, Social & Emotional Development	Self-regulation • Develop their sense of responsibility and membership of a community. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Managing Self • Select and use activities and resources, with help when needed. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Building Relationships • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas.	Self-regulation • Identify and moderate their own feelings socially and emotionally. Managing Self • See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Building Relationships • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Begin to understand how others might be feeling.	Self-regulation • Identify and moderate their own feelings socially and emotionally. • Manage their own needs: - personal hygiene Managing Self • Show resilience and perseverance in the face of challenge. Building Relationships • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others.	Self-regulation • Identify and moderate their own feelings socially and emotionally. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers	Self-regulation • Identify and moderate their own feelings socially and emotionally. • 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 Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships • Show sensitivity to their own and to others' needs	Self-regulation • 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. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships • Think about the perspectives of others.
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Communication and Language	Listening, Attention and Understanding • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Speaking • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Use longer sentences of four to six words. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Listening, Attention and Understanding • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Understand how to listen carefully and why listening is important. • Learn new vocabulary including goldilocks words. • Use new vocabulary through the day. Speaking • 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. • Can start a conversation with an adult or a friend and continue it for many turns.	Listening, Attention and Understanding • Ask questions to find out more and to check they understand what has been said to them. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. Speaking • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail.	Listening, Attention and Understanding • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs • Engage in non-fiction books. Speaking • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding.	Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Speaking • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listening, Attention and Understanding • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
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Physical Development	Gross Motor - Revise and refine the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, co-ordination and agility. Fine Motor - Use one-handed tools and equipment, for example, making snips in paper with scissors	Gross Motor - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor - Use a comfortable grip with good control when holding pens and pencils. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Make healthy choices about food, drink, activity and toothbrushing.	Gross Motor - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Fine Motor - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Gross Motor - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Fine Motor - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Use the tripod grip.	Gross Motor - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Fine Motor - Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes. - Use the tripod grip.	Gross Motor - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Negotiate space and obstacles safely, with consideration for themselves and others • Fine Motor - Begin to show accuracy and care when drawing. - Use the tripod grip.
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Literacy	Comprehension - Engage in extended conversations about stories, learning new vocabulary. Word Reading - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Writing - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately.	Comprehension - Engage in extended conversations about stories, learning new vocabulary. Word Reading - Read individual letters by saying the sounds for them. - Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Writing - Write all of their name. - Write some letters accurately. - Write CVC words.	Comprehension - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Word Reading - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. Writing - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences (phrases/captions) with words with known letter-sound correspondences using finger spaces.	Comprehension - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Word Reading - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Writing - Form lower-case and capital letters correctly. - Write short sentences with words with known letter-sound correspondences. - Begin to use capital letters and full stops.	Comprehension - 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 Word Reading - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Writing - Begin to use conjunctions to extend sentences. - Use adjectives to developing writing. - Use capital letters and full stops. - Consistently use finger spaces.	Comprehension - 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 Word Reading - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Writing - Write more complex sentences using conjunctions. - Re-read what they have written to check that it makes sense. - Use capital letters and full stops. - Consistently use finger spaces.
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Mathematics	Number - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. Number Patterns - Compare quantities using language: 'more than', 'fewer than'. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Number - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Solve real world mathematical problems with numbers up to 5 Number Patterns - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern.	Number - Count objects, actions and sounds to 10 with accuracy. - Subitise to 5. - Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers to 10. - Explore the composition of numbers to 10. - Recall number bonds for numbers 0–5 and some to 10. Number Patterns - Count beyond ten. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Compare length, weight and capacity.	Number - Count objects, actions and sounds to 10 with accuracy. - Subitise to 5. - Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers to 10. - Explore the composition of numbers to 10. - Recall number bonds for numbers 0–5 and some to 10. Number Patterns - Count beyond ten - Compare numbers - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns including more complex patterns such as ABBA, AABAA.	Number - Count objects, actions and sounds to 10 with accuracy. - Subitise to 10 using subitising to 5 to support understanding. - Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers beyond 10. - Explore the composition of numbers to 10. - Recall number bonds for numbers 0–5 and some to 10. Number Patterns - Count beyond ten - Compare numbers - Compose numbers to 10 and beyond.	Number - Count objects, actions and sounds to 10 with accuracy. - Subitise to 10 using subitising to 5 to support understanding. - Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers beyond 10. - Explore the composition of numbers to 10. - Recall number bonds for numbers 0–5 and some to 10. Number Patterns - Sharing and grouping - Continue, copy and create repeating patterns including more complex patterns such as ABBA, AABAA.
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Understanding the world	Past and Present • Begin to make sense of their own life-story and family's history. People, Cultures and Communities • Continue to develop positive attitudes about the differences between people. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. The Natural World • Understand the effect of changing seasons on the natural world around them.	Past and Present • Comment on images of familiar situations in the past. People, Cultures and Communities • Understand that some places are special to members of their community The Natural World • Describe what they see, hear and feel whilst outside.	Past and Present • Compare and contrast characters from stories, including figures from the past. People, Cultures and Communities • Recognise that people have different beliefs and celebrate special times in different ways The Natural World • Understand the effect of changing seasons on the natural world around them.	Past and Present People, Cultures and Communities • Recognise some similarities and differences between life in this country and life in other countries. The Natural World • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.	Past and Present People, Cultures and Communities The Natural World • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them.	Past and Present • Show interest in different occupations. People, Cultures and Communities The Natural World • Draw information from a simple map.
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Expressive arts and design	Creating with Materials • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects (self-portraits). • Explore, use and refine a variety of artistic effects to express their ideas and feelings – colour mixing (primary to secondary, colours to represent feelings). Being Imaginative and Expressive • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.	Creating with Materials • Develop their own ideas and then decide which materials to use to express them. • Explore, use and refine a variety of artistic effects to express their ideas and feelings – use a variety of tools to make different lines and shapes. Being Imaginative and Expressive • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Creating with Materials • Explore, use and refine a variety of artistic effects to express their ideas and feelings – texture and printing – collage, rubbings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills Being Imaginative and Expressive • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas	Creating with Materials • Explore, use and refine a variety of artistic effects to express their ideas and feelings – shapes – use shapes purposefully to represent ideas and feelings – cutting. Arranging, composing. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses.	Creating with Materials • Explore, use and refine a variety of artistic effects to express their ideas and feelings – Light and dark – exploring contrasting tone to create dramatic effect. Being Imaginative and Expressive • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.	Creating with Materials • 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. Being Imaginative and Expressive • Sing in a group or on their own, increasingly matching the pitch and following the melody
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