

	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) Children in Need (14.11) Nursery Rhyme Week (10.11) 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 (Transition) All About Me Pirates Superheroes Space Mini Beasts Autumn Spooky Season	Fireworks/Diwali Maths Week Nursery Rhymes Let's Investigate – Hibernation My Home - Gosforth Christmas/Nativity Christmas/Nativity	Instructions Winter My Family Lunar New Year Journeys People Who Help Us	The UK - England Fairytale Stories from other cultures Life on the farm Life Cycles – Chicks Spring - Plants	Traditional Tales Planet Earth Alternative Tales Bees Under the Sea	Dinosaurs/Fossils How do I Stay Healthy? Summer At the Seaside Important Jobs Explorers (two weeks)
Texts	Elmer Incredible You Pirates Love Underpants Super Duper You Look Up! Aaaarrgghh, Spider! After the Storm Funny Bones	The Best Diwali Ever The Perfect Fit Nursery Rhymes Brown Bear, Brown Bear What Do You See? A Place Called Home Laura's Star Laura's Star	Press Here Polar Bear, Polar Bear So Much I Love Chinese New Year We're Going on a Bear Hunt A Superhero Like You	The King's Pants Little Red Riding Hood A Story about Afiya Who's on the Farm? How Does an Egg Hatch? How I Grow	The Gingerbread Man Please Help Planet Earth Goldilocks and the Three Crocodiles Little Bees The Rainbow Fish	Dinosaurs Love Underpants The Burpee Bears Hello Summer Clem and Crab Clothesline Clothes to Jobs People Do The Boy Who Sailed the World
Trip/ WOW Moments	Planetarium visit Gosforth Library Visit	Stories with Santa Nativity play	Doctor/dentist visit/or Lunar New Year celebration	Chicks Farm visit	Scotswood Gardens Visit	Great North Museum Visit – Dinky Dinosaurs Celebration Assembly
RE Some units carry over into different terms	Myself Judaism – Hanukkah	Welcome Birthdays	Celebrating, Islam - Special days/ritual objects	Gathering Growing	Good news Friends	Friends God's Wonderful World

Personal, Social & Emotional Development	Self-regulation - Find ways to calm themselves, through being calmed and comforted by their key person. - Find ways of managing transitions, for example from their parent to their key person. - Feel strong enough to express a range of emotions – happy, sad, angry. Managing Self - Establish their sense of self. - Try new things and start establishing their autonomy. - Thrive as they develop self-assurance. Building Relationships - Engage with others through gestures, gaze and talk. - Develop friendships with other children.	Self-regulation - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Be increasingly able to talk about and manage their emotions. Managing Self - Express preferences and decisions. - Play with increasing confidence on their own and with other children. - Grow in independence, rejecting help. Building Relationships - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations	Self-regulation - Safely explore emotions beyond their normal range through play and stories. - Increasingly follow rules, understanding why they are important. - 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. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Building Relationships - Play with one or more other children, extending and elaborating play ideas.	Self-regulation - Develop their sense of responsibility and membership of a community. - Do not always need an adult to remind them of a rule. Managing Self - Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried' frustrated, calm. Building Relationships - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive.	Self-regulation - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Use a range of taught self-regulation strategies to soothe self, for example, box breathing. Managing Self - Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried' frustrated, calm and explain why they feel that way. Building Relationships - Talk with others to solve conflicts.	Self-regulation - Use a range of taught self-regulation strategies to soothe self, for example, box breathing. Managing Self - Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried' frustrated, calm and explain why they feel that way. Building Relationships - Talk with others to solve conflicts. - Begin to understand how others might be feeling
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Communication and Language	Listening, Attention and Understanding • Listen and respond to a simple instruction. • Listen to other people talk with interest. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' Speaking • Enjoy singing, music and toys that make sounds. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic.	Listening, Attention and Understanding • Enjoy listening to longer stories. Speaking • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Listening, Attention and Understanding • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary, including goldilocks words. Speaking • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words.	Listening, Attention and Understanding • Use a wider range of vocabulary including goldilocks words. Speaking • Use longer sentences of four to six words. • 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.	Listening, Attention and Understanding • 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 • 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.	Listening, Attention and Understanding • 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 • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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Physical Development	Gross Motor - Clap and stamp to music - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Enjoy starting to kick, throw and catch balls. - Walk, run, jump and climb. - Spin, roll and independently use ropes and swings. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Fine Motor - Build independently with a range of appropriate resources. - Develop manipulation and control over a range of resources, for example playdough. - Explore different materials and tools, for example, paintbrush, pencils. - Use a knife and fork.	Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. Fine Motor - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Manipulate materials in a variety of ways, for example roll playdough. - Use large and small motor skills to do things independently such as pour drinks and fasten buttons. - Use a knife and fork independently.	Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Fine Motor - Be increasingly independent getting dressed and undressed, for example, putting coats, wellies, hats, gloves and doing up zips. - Use a comfortable grip with good control when holding pens and pencils.	Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one leg confidently. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Fine Motor - Be increasingly independent getting dressed and undressed, for example, putting coats, wellies, hats, gloves and doing up zips. - Use a comfortable grip with good control when holding pens and pencils.	Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one leg and hold a pose confidently. - Start taking part in some group activities which they make up for themselves, or in teams. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Fine Motor - Use a comfortable grip with good control when holding pens and pencils moving towards the tripod grip.	Gross Motor - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one leg and hold a pose confidently. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Fine Motor - Make healthy choices about food, drink, activity and toothbrushing. - Use a comfortable grip with good control when holding pens and pencils moving towards the tripod grip.
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Literacy	Comprehension • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Enjoy sharing books with an adult. Word Reading • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Writing • Enjoy drawing freely. • Add marks to drawings, which they give meaning to, for example, "That says mummy."	Comprehension • Sing songs and say rhymes independently, for example, singing whilst playing. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share alone or with others. • Repeat words and phrases from familiar stories. 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 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 • Add marks to drawings, which they give meaning to, for example, "That says mummy." • Make marks on their picture to stand for their name.	Comprehension • Develop play around favourite stories using props. • Repeat words and phrases from familiar stories. Word Reading • Develop 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.	Comprehension • Ask questions about the book. • Makes comments and shares their own ideas. Word Reading • Develop 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. • Correctly identify their own name. 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.	Comprehension • Engage in extended conversations about stories, learning new vocabulary. Word Reading • Develop 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. • Correctly identify their own name. • Begin to identify familiar (taught) graphemes. Writing • Write some or all of their name. • Write some letters accurately.	Comprehension • Engage in extended conversations about stories, learning new vocabulary. Word Reading • Develop 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. • Correctly identify their own name. • Begin to identify familiar (taught) graphemes. Writing • Write some or all of their name. • Write some letters accurately.
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Mathematics	Number - Take part in finger rhymes with numbers. - Count in everyday contexts. Numerical Patterns - Compare amounts, saying 'lots', 'more' or 'same'. - Build with a range of resources. - Complete inset puzzles.	Number - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. Numerical Patterns - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns	Number - 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. Numerical 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'. - Combine shapes to make new ones – an arch, a bigger triangle etc	Number - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Numerical Patterns - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.	Number - Experiment with their own symbols and marks as well as numerals. Numerical Patterns - 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.	Number - Solve real world mathematical problems with numbers up to 5 Numerical Patterns - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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Understanding the world	Past and Present Begin to make sense of their own life-story and family's history	Past and Present Begin to make sense of their own life-story and family's history	Past and Present Begin to make sense of their own life-story and family's history	Past and Present Begin to make sense of their own life-story and family's history	Past and Present Show interest in different occupations.	Past and Present Show interest in different occupations.
	People, Cultures and Communities Make connections between the features of their family and other families.	People, Cultures and Communities Notice differences between people.	People, Cultures and Communities Continue to develop positive attitudes about the differences between people.	People, Cultures and Communities Continue to develop positive attitudes about the differences between people.	People, Cultures and Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	People, Cultures and Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	The Natural World Explore materials with different properties.	The Natural World - Explore natural materials, indoors and outside. - Explore and respond to different natural phenomena in their setting and on trips.	The Natural World - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties.	The Natural World - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things	The Natural World - Talk about what they see, using a wide vocabulary. - Explore how things work.	The Natural World - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice.

Expressive arts and design	Creating with Materials • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. Being Imaginative and Expressive • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Creating with Materials • Explore paint using a range of tools – sponges, rollers, combs etc • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Being Imaginative and Expressive • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Creating with Materials • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. Being Imaginative and Expressive • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.	Creating with Materials • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 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 • Use drawing to represent ideas like movement or loud noises. 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 colour and colour-mixing. • Show different emotions in their drawings – happiness, sadness, fear etc 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
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