

Term Themes	<u>Autumn 1</u> Marvelous Me	<u>Autumn 2</u> Colours of the Rainbow	<u>Spring 1</u> Winter Wonderland	<u>Spring 2</u> The Great Outdoors	<u>Summer 1</u> Animal Kingdom	<u>Summer 2</u> Under the Sea and Pirates
Focus Topics	Starting Nursery/School Looking after ourselves Our bodies Our families Our local area Pets People who help us Harvest	Autumn Diwali Nursery Rhyme Week Remembrance Day Bonfire Night Halloween Christmas	Winter Chinese New Year Arctic Animals Space	Spring Life cycles Planting and growing Recycling	Summer Farm animals Zoo animals Healthy eating	Pirates Under sea creatures Looking after the ocean Holidays
Wow Moments	Secret Readers Walk around our Local Area Superhero Day Harvest Visit from a Vet/Nurse/Policeman	Nursery Rhyme Week Visit from a FireFighter Rainbow Day - Nativity Performance Christmas Jumper/Dinner Day Christmas Craft afternoon	<i>Chinese New Year Parade</i>	Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads Bear Hunt Party Butterfly life cycle Easter Activity afternoon World Book Day Easter Bonnet Parade	<i>Bird Watching Tadpoles/Frog Spawn Tiger Tea Party National Storytelling Week</i>	<i>Family Pirate Picnic Family Seaside Afternoon</i>
Stories	Owl Babies Tabby Mctat	Rosie's Walk The Little Red Hen	Little Lost Penguin Snow Bears	The Enormous Turnip We're Going on a Bear Hunt Farmer Duck	The Tiger Who Came to Tea The Very Hungry Caterpillar Superworm	Sharing a Shell Tiddler Snail and the Whale

					Dear Zoo	
Communication and Language	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>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.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Use a wider range of vocabulary.</p> <p>Use new vocabulary in different contexts.</p>
Persona, social and emotional	<p>Develop their sense of responsibility and membership of a community.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>Select and use activities and resources, with help when needed.</p> <p>This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Show resilience and perseverance in the face of challenge.</p>

			Build constructive and respectful relationships.		See themselves as a valuable individual	
Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Develop their small motor skills so that they can use a range of tools.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Develop the overall body strength and co-ordination,</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Combine different movements with ease and fluency.</p>
Maths	<p>Show 'finger numbers' up to 5.</p> <p>Count objects, actions and sounds.</p>	<p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare numbers.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare length, weight and capacity.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Explore the composition of numbers to 10.</p>	<p>Talk about and explore 2D and 3D shapes.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>

Literacy	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p>	<p>Write a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write some or all of their name.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>Write some letters accurately.</p> <p>Re-read what they have written to check that it makes sense</p>
Understanding the world	<p>Talk about members of their immediate family and community.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Understand that some places are special to members of their community.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore the natural world around them.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

Expressive art and design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Develop storylines in their pretend play.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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