

Autumn Term																		
Topic:		Why am I special?							Why do we celebrate?									
Visit/trip links		Library Visit							Theatre Trip									
		Autumn 1							Autumn 2									
Books:		The Colour Monster Goes to School			Perfectly Norman/Ruby's Worry		Room on the Broom		Stick Man				The Nativity Story		The Jolly Christmas Postman			
Communication and Language	Listening, attention and Understanding	Carpet and Group Skills	Answer a question directed to them	Understand different emotions	Understanding the differences between each other	Understand the differences between their families	Listen to a story	Answer questions about a story	Repeat known lines from a story	Following instructions	Listening and responding to a story		Learn rhymes, poems and songs – Christmas Nativity work					
	Speaking	Conversation skills – taking turns	Model talking through the day – Good morning, how are you?	Talk about themselves and how they feel	Share facts about themselves	Use language to compare	Begin to use story telling language	Use beginning middle and end.	Develop story telling language	Retell a story	Takes part in a discussion		Able to talk about the beginning middle and end of a story	Shares ideas about a story	Uses new and known language in role play			
Personal, Social and emotional development	Self-regulation	Class rules and routines	Recognising own emotions		Recognises themselves as an individual	Recognises others as an individual	Recognising right from wrong		Explain their emotions and why they feel like that		How can we help someone else?		Understand how our actions can make some else feel		Problem solving together	Behaving differently in different situations – church, outdoors, classrooms		
	Managing self	Becoming confident when things are new	Being me in my world	Building relationships with other		Working with others	Controlling our own behaviour	Recognising that we are following the rules and routines	Organising myself for play	Organising myself for a teacher lead activity	Understanding the wider school rules and how to follow them	Understanding the wider school rules and helping my peers to follow them		Self confidence				
	Building relationships	Learning the names of peers	Playing with 1 or more peers	Recognising that we are all different	Understanding different relationships – mam, friend, teacher	Naming peers to play with them	Working with peers of my choice		Sharing resources in play	Sharing resources to complete a task		Working with peers to create a desired outcome of a task		Building relationships with others – Buddies work	Building relationships in the wider school with others			
RSE & PSHE		Rule of Law – Induction Week	Mutual Respect and Tolerance – PSHE: All About Me	Mutual Respect and Tolerance – PSHE: Who is special to me?	The Rule of Law – PSHE Who helps me in school?	Individual Liberty – PSHE How do I keep healthy?	The Rule of Law – PSHE Who keeps me safe in the community?	The Rule of Law – PSHE Who keeps me safe in the community?	RSE: Module 1 Unit 1 Religious Understanding Made with Love	RSE: Module 1 Unit 1 Religious Understanding Made with Love	RSE Module 1 Unit 2 : Me, my body, my health	RSE Module 1 Unit 2 Session 3: Me, my body, my health	RSE Module 1 Unit 3 : Emotional well-being	RSE Module 1 Unit 3 : Emotional well-being	RSE Module 1 Unit 3 : Emotional well-being	Individual Liberty		
Physical Development	Gross Motor skills	Selfcare – toilet and handwashing	Using a knife and fork correctly		Different ways of moving		Parachute and lycra games			Ball Skills throwing and catching		Climbing and jumping		Wheeled toys for riding and balancing		Pushing and pulling		
	Fine Motor Skills	Pencil Grip		Drawing lines and circles	Beginning to attempt writing		Beginning to write some familiar letters			Handwriting practice using taught sounds		Beginning to write cvc words with adult support		Drawing recognisable pictures		Letter strings for writing		
	Comprehension	Showing an interest in stories	Having a favourite story	Understanding that print has meaning		Name parts of the books		Sequence a familiar story			Making story maps		Blend sounds into words for reading		Sequencing using story pictures, words, phrases from the story		Retell stories through role play and acting	
	Word Reading	Learning to read and write set 1 sounds																
	Writing	Name writing	Giving meaning to marks they make		Writing some known sounds to label		Beginning to write simple sentences using the sounds they know			Story sequencing		Writing simple sentences using known sounds		Writing Christmas cards		Writing letters to Santa		
Maths	Number	Matching and sorting	Counting using one to one correspondence		Subitising up to 5	Matching numerals and quantity	Ordering numbers			Exploring composition of numbers up to 6		Addition within 6		Subtraction within 6		Estimate, order and compare objects and quantities		
	Numerical Pattern	Copy and create patterns		Comparing quantities		Find one more and one less using resources			Comparing manipulatives e.g. saying when one tower is bigger/smaller		Count to 10 by rote		Start to identify odd and even numbers		Time – Sequencing daily events and months of the year			
Understanding the world	Past and present	Talk about themselves and some of the ways they have changed			Talk about my family and people in the community and their roles		Talk about places they have visited with their family			History of Bonfire Night		Make a timeline of events using Stick man explore months and seasons		Talk about past Christmas' with their families and what did Jesus Christmas look like?				
	People, cultures and communities	Thinking about themselves and their place in the world	Understanding the differences between themselves and others		Identify people in their family and talk about them	Explore extended family – who doesn't live in your house?	Recognise people from the community	Understand the differences in families		Share stories from around the world and other cultures		Talk about how different people celebrate		Look at other traditions around the world and that we have				
	The natural world	Navigating around the outdoor area		Beginning to show care for the outdoor area		Make observations of the world around me thinking about my senses- feel, hear, see, smell			Talk about the area I live in		Investigating the natural world and how it changes with the seasons		Talk about the differences in materials					
Expressive arts and design	Creating with materials	Colour mixing linked to Colour Monster	How do different colours make us feel?	Painting self-portraits (Artist: Julian Opie)	Drawing family portraits	Building homes in construction			Exploring light, dark, warm and cold colours to create art work for Bonfire Night				Christmas crafts and parent craft day – cards, baubles, wreaths, biscuits					
	Being imaginative and expressive	Developing storylines in their play		Sharing our talents	Using characters and settings from the books they have read to create their own stories		Role playing and acting out Room on the Broom with puppets and props			Role playing stories they have heard in provision		Performing songs, rhymes, poems and performances for Christmas		Role Playing the Nativity				

Spring Term														
Big Questions		Where do animals live?					How do things grow?							
Visits & Visitors		Animal Experience Day					Farm Trip							
Books:		Spring 1					Spring 2							
		Owl Babies (RM)		Lost & Found (TWS) /The Koala Who Could (RM)		The Great Race		The Growing Story		Jack and the Jelly Beanstalk (TWS)		The Very Hungry Caterpillar		
Communication and Language	Listening, attention and Understanding	Ask how questions	Ask why questions	Use clues from a text to get more detail about a picture				Sustain focus when listening to a story	Understand why listening is important	Listen to instructions and follow them		Predict what is going to happen	Understand the beginning, middle and end of the story	
	Speaking	Describe what we see		Tell me why		Answer questions about a story		Talk about an object using descriptive language		Describing events in detail – time connectives		Use new vocabulary in role play and conversation		
Personal, Social and emotional development	Self regulation	Talk about how we feel coming back to school	Recognise our happy feelings and what makes us feel this way	Identify other emotions e.g. scared, worried	Recognise when we need help	Celebrate our differences		Caring for the wider world and animals, enjoying nature	Talk about how they are feeling about something	Reviewing an activity and how they have overcome a problem		Explain how they have completed an activity and how this makes them feel – proud, happy.	Understanding impulses but not allowing them to take over.	
	Managing self	Identify own behaviour	Modify our own behaviour	Think about how we affect others around us and act on this	Manage disagreements and solve problems with peers		Staying calm when feeling frustrated using taught strategies.			Solving a problem for themselves	Finding the resources we need for a task	Waiting to take turns in a game or conversation		
	Building relationships	Working with friends both following and leading play when required. Communicating and interacting with peers.			Solving conflicts	Working together to achieve a joint desired outcome		Working together to look after the outdoor area, team work skills	Understanding the relationships we have with each other	Talking about our relationships and how other people make us feel		Ensuring fairness for everyone	Taking turns and sharing with all	
RSE/PSHE		<i>PSHE: How do we celebrate Christmas?</i>	<i>PSHE: Chinese New Year</i>	RSE Module 1 Created by God - I like, you like, we all like	RSE Module 1 Created by God - Feelings	Safer Internet Day		RSE Module 1 Created by God – Let's get real	PSHE: Growing How have I grown?	PSHE Growing What do plants need to grow?	PSHE: Growing Lifecycles	PSHE: Growing Hatching Eggs	PSHE: How do Christians celebrate Easter?	
Physical Development	Gross Motor skills	Ball skills – pushing, throwing, kicking, catching, dribbling, aiming			Moving with increased confidence and control around areas	Racing games		Healthy lifestyles – understanding and talking about their importance.		Balance – children having control over their bodies and balancing.	Carefully building and balancing objects	Moving in different ways – moving into Dance	Dance	
	Fine Motor Skills	Continuing with letter formation. Confidently working with malleable materials	Using tools with malleable materials	Holding and using small objects in play	Fastening buttons	Forming letter strings using come CVC words to convey meaning		Comfortable writing grip forming mostly recognisable letters						
Literacy	Comprehension	Reading simple phrases and common exception words		Altering known stories to make their own		Gathering information from a book		Use vocabulary and speech influenced by books		Gather information from text – seed packets - instructions		Develop own narratives and explain connecting their ideas		
	Word Reading	Review and teach gaps in Set 1 single letter sounds Teach set 2 special friends Word Time 1.1-1.7			Review and teach gaps in Set 1 single letter sounds Teach set 2 special friends Word Time 1.1-1.7				Review and teach gaps in Set 1 single letter sounds Teach set 2 special friends Word Time 1.1-1.7		Review and teach gaps in Set 1 single letter sounds Teach set 2 special friends Word Time 1.1-1.7			
	Writing	Writing sentences to share facts about animals		Changing a character in a story		Using known sounds in a sentence structure		Story sequencing with sentence writing		Writing instructions for planting seeds		Invitation writing		
Maths	Number	Represent explore and count numbers to 10		Addition within 10 counting on	Subtraction within 10 counting back	Greater than and less than <>		Doubles		Sharing into equal groups/halving		Odd and even numbers		
	Numerical Pattern	Recognising and ordering numbers to 10 – number bonds to 10					Recognising number to 20		Ordering numbers to 20	Number patterns – counting past 20 – using a 100 square to look at the patterns of numbers		Time – Days of the Week		
Understanding the world	Past and present	Talk about what I have heard and seen in stories and picture books and how this is different/ the same		Placing events in chronological order e.g. from a story				Use photos to talk about how they have changed and grown over time		Using time connectives to sequence events and stories		The life cycle of a butterfly	Other life cycles – frogs, plants	
	People, cultures and communities	Learn about the work and life of David Attenborough		Look at the different communities and people's jobs – who cares for the animals?		Compare our traditions with the Chinese New Year traditions		Talk about some special places for people in our and other communities e.g. places of worship		Talk about the natural world using what they know from stories and non-fiction		Roles in the community e.g. farmer		
	The natural world	Describe animals (both from photos and real-life experiences)		Look at and compare different environments/habitats and think about the animals that may live there.		Talk about the weather, climate and seasonal changes		Observe changes in the natural world e.g. growing and seasons		Growing and planting		Life cycles		
Expressive arts and design	Creating with materials	Use construction materials to build homes for different animals	Create different small world environments with related animals	Drawing, painting and collaging pictures of animals and different habitats – animal masks		Chinese writing and lanterns		Campfire Cooking	Clay relief work with natural materials	Observational drawings of plants and flowers	Artist Study: Van Gough Sunflowers	Symmetrical butterfly painting		
	Being imaginative and expressive	Talk about beat and tempo - children move in different ways in response to music		Role playing and acting out the stories using story telling language		Chinese dancing and music		Moving like different animals – butterflies, caterpillars, frogs		Adapt well known stories and narratives and act them out using role play or small world resources.		Use what they know and have read to create their own stories through role play and small world		
Religious Education	Come and See	Celebrating				Islam		Gathering				Growing		

Summer Term												
Topic:		How do you get there?					What's it like to live beside to seaside?					
Visit/trip links		Transport trip e.g. train					Beach Trip					
		Summer 1					Summer 2					
Books:		All aboard the London Bus	You can't take an elephant on the bus	Emma Jane's Aeroplane	Whatever Next		Billy's Bucket	Tiddler		Rainbow Fish	Pirates Love Underpants	
Communication and Language	Listening, attention and Understanding	Listen carefully to a story	Relate story to own experiences	Using information from pictures and text		What happened?	Change known stories by action, character or setting	Listen and engage in story telling sessions	Answer questions about a text	To talk about how and why you have completed something	Following instructions	
	Speaking	Describe events in detail	Use time connectives	Use new vocabulary to explain what is happening		Talk about what they have learnt	Use story telling language to tell their own stories to their peers	Read books aloud to each other		Use descriptive language to describe an item or picture	Use language and vocabulary associated with pirates	
Personal, Social and emotional development	Self regulation	Show resilience and self-perseverance		Understanding change and how to cope with it		Have confidence to complete own set task	Model positive behaviour		Following rules and routines and being able to talk about why we have them – year 1 transition			
	Managing self	Looking after ourselves and our things	Independently tidy up when finishing an activity	Thinking about our dreams and goals what would we like to do when we are older?		Discuss why we take turns	Look how far I have come		Understanding the idea of change – preparing for year 1		Being confident in who 'I am	Independently solving problems – washing hands when dirty
	Building relationships	Looking after others	Understanding how others are feeling in different situations	Looking after our world	Explaining thoughts and ideas in play with peers	Listening to others thoughts and ideas	Following the wishes of others	Building relationships with new people – year 1 staff		Verbalising relationships – you are kind because		Working together
RSE/PSHE		RSE Module 2 Created to love others – Religious Understanding	RSE Module 2 Created to love others Personal Relationships	RSE Module 2 Created to love others Keeping Safe	RSE Module 2 Created to love others The Rule of Law	Keeping safe	RSE Module 3 God is Love	RSE Module 3 Loving God, Loving Others	RSE Module 3 Me, You, Us	PSHE: Recycling	RSE Module 3 Me, You, Us	Managing Transitions
Physical Development	Gross Motor skills	Obstacle activities – encouraging speed and precision			Large building and constructing with skill and reason	Moving to sounds and music	Team games and races – egg and spoon, sack race, obstacle courses			Building sandcastles and forts	Moving to sounds and music	
	Fine Motor Skills	Comfortable writing grip forming recognisable letters										
	Comprehension	Draw pictures of characters and settings including captions and labels	Can explain the main events of a story	Retrieve information from a book and explain it	Use story telling language when acting out a narrative		Respond to a story with relevant comments and questions	Identify fiction and non fiction books	Listen to stories accurately anticipating key events	Discuss the main events of a story	Able to talk about what they have read confidently.	
	Word Reading	Teach set 2 sounds and words Continue to review set 1 sounds and words					Skill Consolidation – Segmenting, Blending and Phoneme Manipulation					
	Writing	Narrative Writing – Story – All Aboard the London Bus					Writing non-fiction texts e.g. persuasive writing and information leaflets about our local area and taking care of our planet					
Maths	Number	One more and one less using known number knowledge	Addition with 20	Subtraction within 20		Describe and sort 2d and 3d shapes	Recognise and extend patterns – using shapes	Estimating and counting	Measuring comparing lengths, volumes, estimating, ordering		Money	
	Numerical Pattern	Recognising and ordering numbers to 20 – extend number bonds to 20 and recap number bonds to 10					Automatically recall all known number bonds, double facts, even and odds numbers					
Understanding the world	Past and present	Explore how transport has changed over time			Learn about great inventors e.g. The Wright Brothers		Local area changes within living memory and significant events in local history e.g. mining history, George Elmy Lifeboat			The Seaside then and now	Pirate stories	
	People, cultures and communities	Explain some similarities and differences between London and Seaham e.g. Landmarks.		Look at how communities and transport has changed		Explain some similarities and differences between maps	Describe the school environment and local area using observations, discussions, maps etc.			Describe similarities and differences between beaches around the world		
	The natural world	Compare the natural world in different stories		Watch a train ride and look at the terrain it passes through	Learn about the solar system	Investigate and explore beach and sea animals.		Discussing how we can care for our environment – links to Ladauto Si		How can pirates live at sea?		
Expressive arts and design	Creating with materials	Learning about the printmaker Gail Brodholt and make our own prints of transport using 2D shapes		Junk modelling different transport		Investigating different materials and their properties e.g. friction	Experiment with light and shade adding white and black to colours when painting		Transient art e.g. sand art Artist: John Foreman		Investigate materials for floating and sinking whilst creating our own boats	Drawing treasure maps
	Being imaginative and expressive	Sing well known nursery rhymes e.g. the wheels on the bus		Discuss different horn noises and their pitch.		Role playing different journeys and the stories they have been reading	Explore a range of different seaside artists and produce mixed media art work linked to this theme.		Making music with different instruments	Learning to sing sea shanties		Dancing to pirate music
Religious Education	Come and See	Growing		Good News		Friends			Our World			