






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	How will we get ready for our Sky Tea Treat?	How can we use all of our senses to explore the different seasons?	Why do penguins huddle?	What food do we get from farms?	What will we find on our great plant hunter's expedition?	Which tales from the Sea shore can we share?
Possible Themes	What makes me special? Family Healthy Me Friendship Well-being	Celebrations Light Senses Connecting with nature Fireworks Christmas	Our energy – keeping warm, conserving energy Antarctica Adaptation Winter wonderland Contrasting environments Frozen Planet Chinese New Year	Where does our food come from? Farms Food from around the world Eggs, hatching Easter Cycle of life	Growing plants from seed – plant parts; leaves; fruit: I wonder what grows Insects, pollinators Jungles Gardens	Sea safety; beach visits; rockpooling; I wonder what I can imagine Geography, maps Local environment Under the sea Pirates Seaside
GREAT WORKS	A traditional tea treat; community gathering – a picnic/tea party in costumes, hats and dances	A festival of light – lantern parade in the local community – building traditions and celebrations	A winter wonderland experience for our community – ice skating and quiz	Retell and perform our version of the Three Little Pigs - Who is afraid of the Big Bad Wolf?	Art exhibition	Share our seaside stories and shanties
HARMONY PRINCIPLE	Oneness	Interdependence	Adaption	Cycles	Health	Diversity
GOOD LIFE GOALS	11 – Love where you live 17 Come together	12 – Live better	7 – use clean energy	2 – eat well 10 – Be fair	15 – Love nature	14 – clean the seas
Nature and seasonal themes	Autumn Apples Leaves Colour – making dyes Mushrooms/fungi Senses Sticks Mud Worms Collecting seeds – foraging Conkers	Autumn/Winter Spiders Pumpkins Hedgehogs Fire Badgers Hibernation Nocturnal animals Dark, stars Making dens Trees	Winter Snow, white Ice Birds Nests Robins Rain The wind Storms Rainbows Global warming	Spring Spring flowers Blossom Life cycles Tadpoles, frogs Baby animals Eggs	Spring/Summer Caterpillars, butterflies Herbs Bees Insects, mini beasts Spring and summer flowers Wildflower meadows Bug hotels Beans, seeds Sunflowers Planting and gardening Composting	Summer The sea Rockpools The beach Shadows Butterflies Clouds Rivers and streams Fossils and rocks Plastic pollution Recycling
Events and celebrations	Harvest Great British Beach Clean	Halloween Bonfire Night Diwali Christmas Road Safety Week – 14 th – 20 th Nov	Chinese New Year RSPB Big School Bird Watch Fair Trade Fortnight Great British Spring Clean	Pancake Day Easter Mother's Day	Ramadan and Eid al-Fitr Earth Day – 22 nd April World Bee Day – 20 th May Every Flower Counts (Plant Life)	World Environment Day – 5 th June World Oceans Day – 8 th June 30 Days Wild – June Father's Day Big Butterfly Count – July
Key texts	Daisy, Eat your Peas! Tiger who came to tea Elmer Elephant Me! The Runaway Pea A Little Bit Brave!	Nursery Rhymes The Jolly Christmas Postman Stickman One Snowy Night The Gruffalo Gruffalo's Child Room on the Broom Owl babies	Lost and Found Polar bear, polar bear, what do you hear? Smeds and Smoos Whatever Next! The Mitten The Darkest Dark	Traditional tales 3 Little Pigs Jack and the Beanstalk The Enormous Turnip The Three Billy Goats Gruff Farmer Duck	Rumble in the Jungle Giraffes can't Dance The Very Hungry Caterpillar Mad about Minibeasts Errol's Garden	Somebody Swallowed Stanley Commotion in the Ocean The Night Pirates 10 little Pirates Pirates love Underpants Billy's Bucket Bear's Adventure The Snail and The Whale

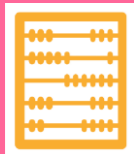
<p>Communication and Language</p> 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play. 	<ul style="list-style-type: none"> Listen in familiar & new situations. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases 	<ul style="list-style-type: none"> Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. 	<ul style="list-style-type: none"> Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction text to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> Listen and understand instructions while busy with another task. Maintain an activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. 	<ul style="list-style-type: none"> Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. Hold a back and forth conversation.
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. 	<ul style="list-style-type: none"> Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. 	<ul style="list-style-type: none"> Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. 	<ul style="list-style-type: none"> Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. 	<ul style="list-style-type: none"> Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Talk with others to solve conflicts. 	<ul style="list-style-type: none"> Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
<p>Physical Development</p> 	<p>Gross motor</p> <ul style="list-style-type: none"> Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Put on own coats, shoes and socks Navigate the space safely <p>Fine motor</p> <ul style="list-style-type: none"> Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. 	<p>Gross motor</p> <ul style="list-style-type: none"> Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing <p>Fine motor</p> <ul style="list-style-type: none"> 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. 	<p>Gross motor</p> <ul style="list-style-type: none"> Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. <p>Fine motor</p> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. 	<p>Gross motor</p> <ul style="list-style-type: none"> 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. <p>Fine motor</p> <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient Use more complex tools with confidence – hammers, tweezers, knives, peeler, pipettes 	<p>Gross motor</p> <ul style="list-style-type: none"> Develop overall body strength, coordination, balance and agility. Combine different movements with ease and fluency <p>Fine motor</p> <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Fasten zips independently 	<p>Gross motor</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. <p>Fine motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools effectively for a purpose Show accuracy and care when drawing.

Literacy



Mathematics

White Rose Scheme



Count objects, actions, and sounds.
Subitise

Matching. Sorting & Comparing
Comparing amounts
Comparing size, mass & capacity
Exploring pattern - making simple.

Explore the composition of numbers to 10
Subitise
Automatic recall number bonds 0-10

Representing 1,2,3	Representing 4,5
Comparing 1,2,3	Comparing 4,5
Composition of 1,2,3	Composition of 4,5
Formation of 1,2,3	Formation of 4,5
Circles and triangles	One more and less
Positional language	Shapes with 4 sides.
	Time

Explore the composition of numbers to 10
Subitise
Automatic recall number bonds 0-10

Introducing zero	Number 6, 7, 8
Comparing numbers to 5	Making pairs, pairs wise, doubles
Composition of 5	Combining 2 groups
Comparing Mass	Length, height.
Comparing Capacity	Time

Explore the composition of numbers to 10
Subitise
Automatic recall number bonds 0-10

Numbers 7, 8, 9
Making pairs.
Combining groups
Number bonds
3D shapes
Pattern.

Explore the composition of numbers beyond 10.
Subitise
Automatic recall number bonds 0-10

Number 10 and beyond–
subitising, counting, sorting, matching, comparing, ordering
Composition of numbers to 10 and beyond
Counting patterns to 10 and beyond
Spatial reasoning.
3D shape
Match, rotate, and manipulate
Pattern – AABB, BBA
Sunflower Challenge

Explore the composition of numbers beyond 10.
Subitise
Automatic recall number bonds 0-10

Adding more	Doubling
Taking away	Sharing and grouping
Number bonds	Even and odd
Shape – spatial reasoning	Patterns and relationships

Understanding the World



Past and Present

- Begin to make sense of their own life story and family’s history.

People, Culture and Communities

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)

The Natural World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.

Past and Present

- Find out about key historical events and why and how we celebrate today?
Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.
- Comment on images of familiar situations in the past.

People, Culture and Communities

- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

The Natural World

- Use all their senses in hands on exploration of natural materials.
- Talk about the differences between materials and changes they notice.
- Explore and talk about different forces they can feel.

People, Culture and Communities

- Know there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Recognise some environments that are different to the one in which they live

The Natural World

- Explore different habitats and animal adaptations for survival.

The Natural World

- Begin to understand the need to respect and care for the natural environment and all living things.
- Understand the effects of the changing seasons on the natural world around them.
- Talk about what they see, using a wide range of vocabulary.
- Understand the key features of the life cycle of a plant or animal.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand the key features of the life cycle of a plant and an animal.
- Understand their role in protecting the natural world.
- Plant seeds and care for growing plants.

People, Culture and Communities

- Draw information from a simple map and identify landmarks of our local area.
- Create own maps.
- Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop.
- Use photos and pictures to locate places and place on a simple map.
- Find out about their local area by talking to people, examining photographs, and visiting local places.
- Recognise, know, and describe features of different places.
- Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Past and Present

- Talk about the lives of the people around them and their roles in society.

Expressive Arts and Design



Creating with materials

- Portrait skills – drawing themselves, observational work, papier Mache
- Relief printing – leaves
- Colour mixing – autumn colour palette
- Making bunting for tea treat – natural dyes and hapazome
- Design – costumes, hats

Being Imaginative and Expressive

- Develop storylines in their pretend play.
- Create simple dances to music.

Creating with materials

- Clay skills – pinch, roll, scrape
- Colour mixing – fire
- **Artist Study** – Jackson Pollock Fireworks

Being Imaginative and Expressive

- Remember and sing entire songs.
- Add movements to music.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Creating with materials

- Multimedia art – chalk, charcoal Pastel, watercolour
- **Artist Study** – Van Gogh
- Learning to add white or black paint to alter tint or shade
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Being Imaginative and Expressive

- Create their own songs or improvise a song around one they know.
- Watch and talk about dance and performance art, expressing their feelings and responses.

Creating with materials

- Observational drawing
- Notice and add details when drawing
- Learn and apply new printing techniques
- Look at Art work by Guiseppe Archimoldo and Andy Goldsworthy and create our own images using natural materials.
- Using various materials to design and build houses

Being Imaginative and Expressive

- Play instruments with increasing control to express their feelings and ideas.
- Retelling of the Three Little Pigs
- Perform a dance

Creating with materials

- Sculpture
- **Artist Study** – Eric Carle
- Henri Matisse - The Snail (collage)
- Share their creations, explaining the process they have used

Being Imaginative and Expressive

- Listen attentively, move to, and talk about music, expressing their feelings and responses.

Creating with materials

- Collage
- Recycled art
- Junk modelling
- Learn and apply joining techniques
- Create collaboratively sharing ideas, resources, and skills.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform songs, rhymes, poems and stories with others,
- Move in time with music.