

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
THEME/VALUE	New Beginnings - My Family Autumn Dinosaurs	Halloween Christmas/Winter	Cultural Traditional Tales	Easter	Mini Beasts	Jungle
Reading Focus (Books)	1. Starting School 2. Dinosaurs 3. Dinosaurs 4. Harry & the Dinosaurs Go to School 5. Marvellous Me 6. My Funny Family 7. Pumpkin Soup	1. Diwali 2. Room on the Broom 3. One snowy night, Percy Park Keeper 4. Stick Man 5. Letters to Santa (writing ass) 6. Nativity story 7. Christmas/Nativity	1. Handas Surprise (Maths Ass) 2. Handas Suprise 3. Amazing Grace 4. Anansi the Spider 5. Chinese New Year 6. Aboriginal stories 7. Easter story	1. Easter Story 2. Jaspers beanstalk 3. The tiny seed (Writing Ass) 4. Mothers Day stories 5. Oliver's Vegetables (maths Ass) 6. Oliver's Vegetables	1. Mad about minibeast 2. Mad about minibeast 3. ARRRRGH spider 4. Bad tempered Ladybird 5. Bad Tempered Ladybird	1. Non Fiction books about the jungle 2. Walking through the jungle (writing Ass) 3. Rumble in the Jungle (maths Ass) 4. Somebody swallowed Stanley 5. The Selfish Crocodile 6. The lion who wanted to love
Literacy	Fiction Labelling Non-fiction Recipes	Fiction Labelling Celebration stories Lists Letters	Fiction Labelling Story writing	Fiction Labelling Story writing Instructions Poster	Fiction Labelling Poetry & Rhyme Story maps	Fiction Labelling Poetry & Rhyme
	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 Engage in extended conversations about stories, learning new vocabulary. 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; writing 'm' for mummy. -Write some or all of their name. -Write some letters accurately.					
Understanding the World	<u>Local Area Walks</u> - Show more confidence in new social situations. Begin to understand the need to respect and care for the natural environment and all living things. <u>Timelines – about my family</u> - Begin to make sense of their own life-story and family's history. <u>Road safety</u> : Show an interest in different occupations.	<u>Bonfire Night – Guy Fawkes</u> - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <u>Celebrations</u> - Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Children's lives from other countries</u> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>Seasons Melting (changes states of matter)</u> -Talk about the differences between materials and changes they notice. <u>Celebrations</u> - Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences	<u>Plants</u> 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. <u>Celebrations</u> - Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Mini Beasts</u> Begin to understand the need to respect and care for the natural environment and all living things.	<u>Different environments</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use a wider range of vocabulary.. Explore how things work.

			they have experienced or seen in photos.			
Expressive Arts and Design	<p><u>Autumn Collages</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p><u>Portraits in different media</u></p> <p><u>Charanga: ME</u> 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. Create their own songs or improvise a song around one they know.</p> <p><u>Dinosaurs</u>- Respond to what they have heard, expressing their thoughts and feelings. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</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><u>Portraits</u> 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. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p><u>Christmas Crafts</u>- Explore different materials freely, 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.</p> <p><u>Diwali lamps</u> Explore different materials freely, 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.</p> <p><u>Charanga: My stories</u>- 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. Create their own songs or improvise a song around one they know.</p>	<p><u>Aboriginal Art (colour printing)</u> Explore colour and colour-mixing.</p> <p><u>Charanga: Everyone</u> 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. Create their own songs or improvise a song around one they know.</p>	<p><u>Easter Crafts</u> Explore different materials freely, 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.</p> <p><u>Charanga: Our world</u> 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. Create their own songs or improvise a song around one they know.</p>	<p><u>Minibeast music exploration</u> Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Charanga: Big Bear Funk</u> 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. Create their own songs or improvise a song around one they know.</p>	<p><u>Patterns and prints</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p><u>Charanga: Reflect, Rewind and Replay</u> 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. Create their own songs or improvise a song around one they know.</p>
Communication & Language	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Uses a wider range of vocabulary.</p>					

	<p>Sing a large repertoire of songs. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand why questions 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'. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 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. 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."</p>					
PSED	<p><u>Friendships/ All About Me</u> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p><u>Starting school</u> -Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><u>Tidying up responsibilities</u>- Develop their sense of responsibility and membership of a community.</p>		<p><u>All about our friends</u>-Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts.</p>	<p><u>Healthy food</u>: Make healthy choices about food, drink, activity and toothbrushing.</p>		
<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 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. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>						
Physical Development	<p><u>Exploring Games</u> 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.</p> <p><u>Obstacle course</u>- Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p><u>Nativity</u>- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>				<p><u>Sports Day</u>: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.</p>

Use one-handed tools and equipment, for example, making snips in paper with scissors.
 Use a comfortable grip with good control when holding pens and pencils.
 Show a preference for a dominant hand.
 Use large-muscle movements to wave flags and streamers, paint and make marks.
 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.
 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Special events visits

<p>Extra-Curricular</p>	<p>Halloween Road safety day</p>	<p>Hey diddles (pantomime) Bonfire night Children in need Remembrance Day</p>	<p>Chinese New Year</p>	<p>Live eggs to chickens Mother's Day World Book</p>	<p>Father's Day</p>	<p>Yorkshire Wildlife Park</p>
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