

| Theme | Personal, Social, Health and Emotional | Communication and Language | Literacy | Mathematics | Understanding of the World | Physical Development | Expressive Arts and design | RE | *Events involving parents |
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| Autumn 1 BASELINE Ourselves/ Harvest | Introducing Jigsaw Jenie to the group. Beginning with "Being me in my world." Understand how it feels to belong and that we are similar and different. Begin to recognise and manage feelings. Enjoy working with others to make school a happy place. | Can show some listening skills. Follow simple instructions Understands the uses of the equipment. Can talk about what has happened in the day and is beginning to understand how the school day works. Can begin to recount simple stories as part of a group, | Introduction to the "Write stuff" introduce the FANTASTICs using pictures as a stimulus. Looking at books with familiar settings, how are they like our homes? Peace at last by Jill Murphy, Alfie's bedtime by Shirley Hughes, Five minutes' peace by Jill Murphy and On the way home by Jill Murphy.) Making marks for meaning use different stimulus. Practicing name writing and beginning to form letters. | Use number in play Recognises numbers up to 10 and begin to count out the right number of objects/actions. Can use shapes in pictures and recognises basic 2D shapes beginning to describe their features. | Shows an interest in their lives and those of personal significance including friends an extended family. Knows what makes them similar and unique. Comments about what they have seen/discovered in the world and ask questions about the world around them. Use senses to explore the natural environment. | Move freely using suitable spaces and speed, understands how to copy and repeat simple actions. Draws lines and circles holding a pen correctly. Understands their own needs hunger/toilet/personal hygiene and can dress independently. Knows equipment needs to be used safely | Learning new songs about the structure of the day and parts of the body. Simple construction using different resources and materials. Using simple tools such as scissors effectively. Home corner role play and doctor's surgery. | Special people What makes people special? "Creation Story" Does God wand Christians to look after the world? | Settling in Baseline Parents sharing performance |
| Autumn 2 Festivals/ celebrations | "Celebrating difference" Begin to accept that everyone is different. Include others when working and playing and communicate fairly. Learn to use kind words and solve problems with peers. Know how to give and receive compliments. | Listens with more interest and responds to stories with refrains. Can describe where something is and give instructions for where to find it. Follows 2 step instructions Using and, because and in in sentences. Use language to support role play and use FANTASTIC symbols to develop language. | FANTASTICs Focus on description of the setting (The Gruffalo) The feelings of characters (The Gruffalo's child) Communication between the characters (Superworm) (Julia Donaldson) Writing letters to Santa and exploring Christmas texts. Recognising some simple CVC words. Blending sounds to read words. | Matching objects to numerals, Start to represent numbers. Counting up to 10 and beyond accurately. Counting up to 10 objects Using positional language to navigate a space (bee bots). Uses shape in construction. | Recognises and describes special events and joining in with them. They understand differences in different families. Understand about the different seasons. What happens when the seasons change and understand how and why they change is it the same here compared to other countries? | Moves freely in a variety of different ways beginning to understand the skills of throwing and catching using equipment. Uses scissors and other tools safely. Show a dominant hand when writing and using scissors. Makes anticlockwise movement. Understands the need for varied and healthy food, | Moving to music in time. Exploring colour/texture to make pictures. Joining in with a wider variety of role play. Know the difference between and identify common instruments. Christmas role play and Gruffalo role play and children to make their own Gruffalo crumble using and chopping different fruits and making the crumble. | Christmas What is Christmas? "Christmas Story" What gift would I have given to Jesus if he was born now. Linked to UCP Incarnation unit F2. "Why do Christians perform nativity plays at Christmas?" | Parents in for FS Nativity. |
| Spring 1 Dinosaurs. | "Dreams and goals" Understanding how to persevere and tackle challenges. Set goals and work as a team to work towards them. Use kind words to encourage others in the class with their goals. | Can sit quietly during an activity. Can listen and then complete an activity. Understands some humour and can respond. Asks lots of questions. Uses different tenses accurately. Extends vocabulary and uses new vocabulary in role play. | Focus on the different senses what children could hear, taste, smell, see and touch. Harry and his bucketful of dinosaur by Ian Whybrow Gigantosaurus by Jonny Duddle Bumpus Rumpus Dinosaurumpus by Tony Mitton. Writing simple phrases and speech to narrate a story. | Starts to find totals by combining numbers adding and subtracting. One more/one less up to 10 then 20. Records work with their marks. Describes 2D and 3D shapes using simple vocabulary. Orders items by length and understand different terminology to describe length. | Knows that information can be selected from the computer. Completes a simple program on the computer. Explore similarities and differences between the changes in the environment and how this might affect different animals in their habitats. | Can stand on one foot and can change pace when running or navigating a space. Is beginning to catch a ball. Can write some letters and copy their name. Experiments moving in different ways on equipment and jumps landing safely. Manages own risk assessment. Helps to put away equipment correctly as part of a team. | Repeated rhythms and movement to music. Learning a wider variety of songs. Constructing with purpose using different resources. Can add extra bits to models with adult support. Learning to use brush techniques to improve painting. Colour mixing practice. Dinosaur role play. Fire Station outdoor role play. | Celebration How do people celebrate? "Jesus is a friend" Was it always easy for Jesus to show friendship? | Parents in for a sharing performance. |
| Spring 2 Traditional Stories | "Healthy me" Understand that we need to exercise to keep our bodies healthy. To know which foods are healthy and not so healthy and why. Understand why sleep is important and have tips for going to sleep. To know why it was important to wash hands and why we do it. (Link to health and nutrition.) | Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation when reading and talking. Links statements in an organised way. | Predicting stories (Three little pigs, Goldilocks, Jack and the beanstalk) Focus on imagination and create alternative endings to stories. Recognise rhyming string. Uses storylines in role play. Uses phonics to decode words to help read and write them. Writing own name and captions. | Begin to estimate. Subtraction and taking away with numbers to 10. Counting up to 20. Ordering numbers to 20, Use time and money in real situations. | Understands that children don't always enjoy the same thing. Shows a concern for the living things. Looks at patterns and change in the environment. Can identify different materials, and think about their uses. What would make a good house for the three little pigs? Why? | Demonstrates increasing control over objects including throwing and catching. Used tools to change to materials, Move confidently at different speeds. Uses safety measures without direct supervision. | Creating different textures using different material. Selecting a wider range of different tools. Introducing storylines and technology to their role play. | Easter What is Easter? "Palm Sunday" Is it true that Jesus came back to life again? Linked to UCP Salvation unit F3. "Why do Christians put a cross in an Easter garden?" | Parents in for a planting session Easter, |

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| <p>Summer 1 Growing</p> | <p>"Relationships" Children to identify some of the jobs they do in their family and how they belong. Think of ways to solve problems and be a good friend.</p> | <p>Listens to stories and responds appropriately. Listens and responds to peers ideas. Listen to more complex instructions and responds. Able to express themselves being aware of the listener.</p> | <p>Understanding the action in the story. How does it change what happens in a story? Supertato by Sue Hendra, Mad about mini beasts by Giles Andreae and Aahhh Spider by Lydia Monks. Writing irregular common words. Writing sentences that others can read.</p> | <p>Using mathematical language to create and solve mathematical problems. Recognising numbers to 20. Number bonds to 20. Work out one more one less without apparatus. Subtraction- counting backwards.</p> | <p>Shows an interest in different occupation. Know about similarities and differences within different environments. Understand what a plant needs to grow. Planting in the raised bed, children to help look after them and have a control group taking different elements away. Children to work in groups to predict what might happen and why.</p> | <p>Good control and co-ordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe. Learn how to throw and catch a number of different objects (bean bags, bouncy balls, foam balls etc.) Think about how to adapt body position/ target to develop skills.</p> | <p>Adapting work when necessary to improve upon an idea. Develop a narrative in groups and individually. Experimentation with different textures. Police station role play. Garden centre outdoor role play. Make vegetable animals like "Supertato" and investigate where these vegetables come from.</p> | <p>Story time What can we learn from stories? "Shabbat" Is Shabbat important to Jewish children?</p> | <p>Parents in for sharing assembly.</p> |
| <p>Summer 2 African Animals</p> | <p>"Changing me" Children to name parts of the body and understand the foods they can eat to be healthy. (Link to health and nutrition) Know that we all grow from babies to adults and recognise the differences between both. Children to think about how they feel about moving in to year 1.</p> | <p>Responds appropriately to different situations. Uses different tenses correctly. Create their own narrative and record some ideas.</p> | <p>Writing more sentences using phonetically plausible words. Create own Stories using FANTASTICs approach. Handas Surprise by Eileen Browne, rumble in the Jungle by Giles Andreae and Nancy and Mr Dry Bone by Fiona French.</p> | <p>Using a number line to count on and backwards to solve addition and subtraction. Recognising numbers to 20. Doubling and halving, Use mathematical language to describe 3D shapes.</p> | <p>Make observation of animals and plants and explain why some differences have occurred. Understand the lifecycle of a butterfly. What happens during each section? Observe Caterpillars over time and identify how they change.</p> | <p>Sports evening and physical activities that are included within this using a variety of equipment. Practise simple obstacle course and running races in line with sports evening. Look at some athletics activities with a focus on running and jumping.</p> | <p>Children creating their own songs and adding their own music, Creating their own art pieces and explain the choices they have made. Children use different materials to create their own ideas. Explorer role play area. Farm Shop role play area.</p> | <p>Special Places What makes a place special? "Chanukah" Does celebrating Chanukah make Jewish children feel close to God?</p> | <p>Parents in for sports evening.</p> |

- **Events involving parents** - subject to government guidance. These may be via online services