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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
|  | **Marvellous Me** | **Let’s Celebrate!** | **Ticket to Ride!** | **How Does Your Garden Grow?** | | **It’s a Pirate’s life for us!** | | **God’s Wonderful World** |
| **General themes** | Describing the local area  My life story and comparing family life | Material states  Light  Harvest | Rubbish and recycling  Comparing Rainford to London | Lifecycles  Minibeasts | | Seaside holidays from the past  Making instruments  Floating and sinking | | Comparing UK to Africa  Homes from the past |
| **Enrichment opportunities**  **Raindrops**  **Reception**  **Both classes** | Post letters to the vicar  Walk to the village to identify local features  Rally- Black history month | Linear Autumn Walk  Trip to Theatre | Linear Spring Walk  Healthy Oral Hygiene Workshop  Observe and draw All Saints Church | Easter Egg Hunt  Trip to Brockholes nature reserve  Road safety talk from the school crossing patrol. | | Littler picking around the school | | Linear Summer Walk  SongFest  Caring for caterpillars  Trip to Windmill Farm  Sports Day |
| **Super starter** | Tea at Reds | Meeting our Y6 Buddies | Popcorn and Movie night re | Mini beast Hunt | | Teddy Bear’s Picnic | | Kindness stones |
| **Fantastic finish** | PJ day with hot chocolate and story time | Christmas Party | Baptism of EYFS Baby  Bus ride to the town cent | Easter Egg Hunt with clues | | Beach Party | | Stay and Play- fruit kebabs with parents |
| **Significant People** | Stevie Wonder- Music | Mae Jenison- Equality  Martin Luther King- History | Amelia Earhart (Inspirational Woman’s Day)  Artist- Kandinsky | Matisse- The Snail- Art | | Tom Daly- P.E | | Jane Goodall- conservation |
| **Communication and Language** | **The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.** | | | | | | | |
| Daily story time  Nursery rhymes, sharing facts about me; Model talk routines through the day e.g. when arriving at school “Good morning, how are you?” | Tell me a story – retelling stories from reading spine Story language Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important. Use new vocabulary through the day | Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check they understand what has been said top them Describe events in detail | Non-fiction texts to support children knowledge of the world around them Hold conversations with adults and peers, engaging in back and forth exchanges | | Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives Develop knowledge of a range of vocabulary | | Read books from reading spine, fiction and non-fiction, that will extend children’s knowledge of the world and illustrate a current topic. Continue to develop children’s range of vocabulary |
| **Personal, Social and Emotional Development**  *We follow Jigsaw PSHE scheme of work for adult focused activities to support the ELG- Managing Self* | **Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.** | | | | | | | |
| Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  ✔ Controlling own feelings and behaviours  ✔ Applying personalised strategies to return to a state of calm  ✔ Being able to curb impulsive behaviours  ✔ Being able to concentrate on a task  ✔ Being able to ignore distractions  ✔ Behaving in ways that are pro-social  ✔ Planning & thinking before acting  ✔ Persisting in the face of difficulty | | | |  | | | |
| **Being in my World**  See themselves as a valuable individual.  Being me in my world  Class Rules and Routines  Supporting children to build relationships | **Celebrating Difference**  What am I good at?  I am special, I’m me!  Families  Houses and Homes  Making Friends  Standing up for yourself | **Dreams and Goals**  Challenges  Never give up  Setting a Goal  Obstacles and support  Flight to the future  Footprint award | **Healthy Me**  Everybody’s body  We like to move it!  Food glorious food  Sweet dreams  Keeping Clean  Stranger Danger | | **Relationships**  What makes a good friend?  Make friends not break friends  Falling out and bullying  Being the best friend you can be | | **Changing Me**  My Body  Respecting my body  Growing up  Fun and Fears  Celebration |
| **Physical Development** | **Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.**  **In Reception, children take part in a daily ‘Funky Fingers’ session. In groups, children complete fine motor exercises- threading, cutting, weaving, colouring, and other fine motor activities.** | | | | | |  | |
| *Fine Motor* | Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Improve pencil grip | Develop muscle tone to put pressure on paper Use tools to effect changes to materials Show preference for dominant hand Teach / model correct letter formation | Begin to form letters correctly Handle tools, objects and malleable materials with increasing control Holding Small Items / Button Clothing / Cutting with Scissors | Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | | Develop pencil grip and letter formation Use one hand consistently for fine motor tasks Cut along a straight/curved line with scissors | | Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable |
| *Gross Motor* | Dance  Fine Motor | Gym- Flight  Target games 1 | Dance  Locomotion 2 | Gym- Traveling  Object Man 2 | | Dance  Net and Wall 1 | | Athletics  Strike and Field 1 |
| **Literacy**  **Comprehension –** Developing a passion for reading | **It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)** | | | | | | | |
| **Reading Spine** | Goldilocks and the three bears  Rosie’s Walk | The King who wanted to Touch the Moon  Winter Sleep | Mr Gumpy’s Outing  The Ugly Duckling | The Little Red Hen  Ruby’s Worry | | Little Red Riding Hood  Little Bear | | The Enormous Turnip |
| **Pathways to Write** | **The Gingerbread Man – Retell & Labels** | **I’m going to eat this ant – Lists** | **Naughty Bus – Recount** | **The Journey Home - Fiction** | | **Silly Doggy! – Fiction** | | **Supertato – Poster** |
| -Hear and say the initial sound in words  -Link sounds to letters  -Use vocabulary and forms of speech that are increasingly influenced by experience of books  -Give meaning to marks as they draw, write and paint  -Link sounds to letters, naming and sounding the letters of the alphabet  -Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence  -Write labels | -Segment the sounds in simple words and blend them together and know which letters represent some of them  -Link sounds to letters, naming and sounding the letters of the alphabet  -Begin to read words and simple sentences  -Enjoy an increasing range of books  -Read some common irregular words Begin to break speech down into words  -Segment the sounds in simple words and blend them together (Write CVC words)  -Write labels and captions | -Continue a rhyming string  -Segment the sounds in simple words and blend them together and know which letters represent some of them  -Read and understand simple sentences  -Enjoy an increasing range of books  -Read some common irregular words  -Begin to break the flow of speech into words  -Write labels and captions  -Attempt to write short sentences in meaningful contexts  -Use phonic knowledge to write words in ways which match their spoken sound  -Spell some irregular common words | -Read and understand simple sentences  -Use phonic knowledge to decode regular words and read them aloud accurately  -Demonstrate understanding when talking to others about what they have read  -Attempt to write short sentences in meaningful contexts  -Use phonic knowledge to write words in ways which match spoken sounds  -Apply taught digraphs into writing | | -Read and understand simple sentences  -Use phonic knowledge to decode regular words and read them aloud accurately  -Read some common irregular words  -Demonstrate understanding about what they have read  -Use phonic knowledge to write words in ways which match spoken sounds  -Spell some common irregular words  -Write simple sentences which can be read by themselves and others  -Apply taught digraphs and trigraphs into writing  -Write words with adjacent consonants | | -Read and understand simple sentences (that include all taught graphemes)  -Read some common irregular words  -Demonstrate understanding about what they have read  -Read words with adjacent consonants  -Use phonic knowledge to write words in ways which match their spoken sounds  -Spell some common irregular words  -Write simple sentences which can be read by themselves and others (applying taught phonic sounds)  -Write phonetically plausible words  -Use key features of narrative in own writing (EXC)  -Have an awareness of a capital letter and full stop when writing a simple sentence |
| **Read Write Inc** | Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers | Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers | Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers | Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers | | Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers | | Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers |
| **Maths (Number and Numerical patterns)** | **Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes** | | | | | | | |
| Matching  Sorting  Comparing and Ordering  AB patterns  Counting | Time  Composition of numbers up to 5  2D shapes  Positional language | Counting  Counting and Ordering  Addition | Counting  Pattern  Measuring Lengths and Heights  Capacity  2D shapes  3D shapes | | Counting on to add  Counting forwards and backwards  Counting to 20  Doubling  Halving and Sharing  Odds and Evens | | Mass  Volume and Capacity  Money  Data  Word problems |
| **R.E** | What does it feel like to be part of a special celebration? Children learn about what Christians might do to celebrate Harvest. | What times are special for different people and why? Children learn about Eid-ul-Adha and how Muslims celebrate it. They also learn how Christians celebrate Christmas | Special Stories- Which stories are special for different people and why?  Easter- Why do Christians put a cross in an Easter garden? | | Which places are special for different people and why? Children learn that a holy place for Christians is a church; a Mosque for Muslims and a Mandir for Hindus. | | | |
| **Understanding of the World**  **(G)- Geography links**  **(H)- History links**  **(S)- Science links** | NW- locate features of their local area on a map (G)  NW- Make observational drawings of the natural world (G)  PP- Compare their family life to family life in the past (H) | Children talk about what they have done with their families during Christmas’ in the past. (H)  Children take part in a rally about why it is important to treat people fairly (H)  Remembrance Day (H)  Children learn the difference between solid and liquid chocolate and observe the process (S)  Children learn that some animals hibernate AND BIRDS MIGRATE (S)  Children explore different sources of light (S) | learn how environments are different and compare to Rainford. Make observational drawings of the church and the church garden. (G)  Talk about the changes in weather / local environment during spring. (G)  Children learn about the life of Amelia Earhart. (H) | Make observations of minibeasts in the forest school, they learn to identify, describe and name them (S)  Children learn the life cycle of a ladybird. (S)  Children learn about the importance of good oral Hygiene and the why you should limit screen time (S) | | Describe a past time when they went on holiday. Compare their experiences to seaside holidays in the past. (H)  Children learn about the green cross code (S)  learn how sound is made through ripples of vibration. They compare the sounds they make. (S) | | similarities and differences between life in this country and life in Africa (G)  identify on a map where the UK is and to know we live in this country (G)  Children explore the life of Jane Goodall learning about her conservation work (H)  Name 5 types of British trees (S)  Children experiment with pushes and pulls. (S) |
| **Expressive Art and Design** | Self-portraits  Exploring mark making tools  Sings call-and-response songs, echoing phases adults sing.  A Sky Full Of Colour (Music Express) | Art – 3D form – clay –  Create little hedgehog  Bonfire Night Firework Pictures-Colour mixing  Role Play Parties and Celebrations as well as role play of the Nativity  Christmas poems and songs  When Snowflakes Fall (Music Express) | Using 3d shapes to create forms of transport. Create a moving vehicle with wheels using appropriate joining and fixing techniques  Children create using props and furniture a bus, a car, an aeroplane and a motorbike.  Busy City (Music Express) | make pictures and patterns by cutting, tearing and sticking a variety of materials  Role playing our favourite stories for world book day.  Observational drawing and painting of natural beauty in our garden.  Our Growing World (Music Express) | | Sea life pictures Hokusai – The Great Wave Picture – making our own versions with paper and collage  wax resistant painting, masking tape batik – underwater pictures  Who Shall I Be Today? (Music Express) | | Learn a traditional African song and dance and perform it.  Explore using a range of different types of paint – Powder / poster / water colours  Amazing African Animals (Music Express) |
| Key Dates | Mental Health Day - 10th Oct  Grandparents day- 2nd Oct  Black History Month – October | Christmas Jumper day- 9th Dec  Diwali – 24th Oct  Bonfire Night – 5th Nov  World Science Day – 10th Nov  Remembrance Day – 11th Nov  Children in Need - 18th Nov  Road safety week – 14th Nov  Anti-Bullying Week – 14th Nov | Chinese New Year- 22nd Jan  Martin Luther King Day – 17th Jan  Big garden birdwatch – 28h Jan  National Story Telling Week – 30th Jan | St David’s Day- 1st Mar  St Patrick’s Day- 17th Mar  Mother’s Day-19th Mar  Pancake Day- 21st Feb  World Book Day- 2nd Mar  British Science Week- 10th Mar  International Womans Day- 8th Mar  World Poetry Day- 21st Mar | | Easter Sunday - 9th April  St George’s Day – 23rd April  VE Day – 8th May | | World Oceans Day – 8th June  Healthy Eating Week – 12th June  Father’s Day – 18th June |