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|  | **Autumn** | | | | | | **Spring** | | | | | | **Summer** | | | | | |
| Term 1  8 weeks | | Term 2  7 weeks | | | | Term 3  6 weeks | | | Term 4  5 weeks | | | Term 5  6 weeks | | | | Term 6  7 weeks | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| **Texts** | The Colour Monster  All Are Welcome  The Hueys in The New Jumper  The Rainbow Fish  Elmer  Oi Frog!  You Choose | | Goldilocks  3 Billy Goats Gruff  3 Little Pigs  Cinderella  The Christmas Story  The Gingerbread Man  The Jolly Postman | | | | Mr Gumpy’s Outing  The Train Ride  Naughty Bus  The Journey  The Magic Paintbrush  The Way Back Home  You Can’t Take An Elephant On A Bus | | | Dear Zoo  Giraffes Can’t Dance  The Monkey With The Bright Blue Bottom  The Ugly Five  The Tiger Who Came To Tea | | | Handa’s Surprise- Africa  A Walk in Paris- France  Festival of Colour- India  Ame goes to Japan- Japan  The Koala Who Could- Australia  Red, White and Boom- America  Rumble in the Jungle- South  America | | | | Superworm  Jack and the Beanstalk  The Tiny Seed  Oliver’s Vegetables  Billy’s Beetle  Spinderella | |
| **Visits and Visitors** | Autumn walk in local area | | Pantomime – Jack and The Beanstalk  Visiting theatre group – The  Glass Slipper | | | |  | | | Yorkshire Wildlife Park | | |  | | | | Farm – Nursery  Allotment | |
| **Festivals & Events** | Halloween | | Bonfire Night  Remembrance Day  Road Safety Week  Christmas | | | | Chinese/Lunar New Year | | | Mothering Sunday | | | Easter | | | | Father’s Day | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Communication & Language  ***Listening, Attention & Understanding*** | Listens to a story with pictures and then answers questions about the story  In a 1:1 situation can listen to and respond to 2 key word instructions *e.g. ‘Give me the red crayon’*  Follow a simple instruction as part of a larger group e.g. *‘fetch your coat’, ‘You will need to get a pencil’* | | | | | | Attends to, and responds to questions from adults and their peers about experiences, events and stories  In a 1:1 situation can listen to and respond to 3 key word instructions *e.g. ‘Put the red crayon in the pot’* | | | | | | In a 1:1 situation, can listen to and respond to simple 4 key word instructions, *e.g. 'Put the red crayon in the blue pot.’*  Hold back and forth conversations with adults and peers that make sense and involve comments and questions. | | | | | |
| Communication & language  ***Speaking*** | I can listen to children in my group talking without getting side-tracked  I will start talking to someone I know well  I play games with other children all the time  I can tell a short story about something that has happened  *e.g. ‘two boys played with the ball, it went over the fence’* | | | | | | With some help from my teacher I can join in with children in my group and take turns.  I will start talking to someone I don’t know very well  I try to talk to my friends about how we are going to play our games  I can tell you about things that have happened *….* are happening *…* are going to happen  *e.g. ‘we are going to the cinema on Friday’* | | | | | | I can join in with my group making sure I am listening and taking turns  I can join in with children in my group making sure I am talking about the same thing  I usually use good sentences when I speak e.g. ‘I played with Zain in the playground’ but sometimes use the wrong word e.g. ‘I felled down’  I can use joining words when I speak e.g. ‘and, but’.  I know and use words to show more than one thing e.g. ‘book, books’. | | | | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Personal, Social & Emotional Development  ***Self-Regulation*** | Jigsaw - *Being me in my world*  Know that being kind is  good  Know that hands can be used kindly and unkindly  Know how happiness and sadness can be expressed | | *Jigsaw - Celebrating differences*  To know how my behaviour can affect others. | | | | *Jigsaw - Dreams and Goals*  To understand I can store memories and feelings of success in my treasure chest.  To understand the link between what I learn now and the job I might do when I’m older. | | | *Jigsaw - Healthy me*  Use Zones Of Regulation confidently | | | *Jigsaw - Relationships*  To express how I feel about a special person.  To stop and think before acting.  To consider the consequences of their actions.  Find out about people in other countries and consider how they feel about the environment that they live in. | | | | *Jigsaw - Changing me*  Listen to and respond to simple 4 key word instructions or those with more than one step, *e.g. 'Put the red crayon in the blue pot.’* | |
| **P**ersonal, Social & Emotional Development  ***Managing Self*** | Know they have a right to learn and play, safely and happily  Know special things about themselves  Golden Rules  Classroom expectations  Using the toilet independently  Washing their hands and knowing why it is important.  Take off shoes and put their own wellies on. | | To know how my behaviour can affect others.  To talk about others behaviour and explain why it is/ not acceptable.  Know why we need to use tissues to catch germs.  Know how to help stop germs spreading – hand washing, covering mouths for coughs, not putting toys in mouths etc | | | | Know why rules are important on the road  Be able to put on their own hat, gloves and scarf and know when they need them. | | | To make healthy choices in eating and exercise.  To manage buttons and zips. | | | To stop and think before acting.  Make up simple games and be able to explain the rules to other people. | | | | To try an alternative method to solve a problem when things do not go as I planned.  To understand which body parts are private  To understand that the food we grow can be a healthy food choice. | |
| Personal, Social & Emotional Development  ***Building Relationships*** | Know that some people are different from them  Know that being kind is good.  Build relationships with new staff and classmates.  Begin to share toys, games and ideas more willingly | | To know how their behaviour can affect others.  To understand differences make them all special and unique  Be able to understand how some of the characters felt in the stories, e.g. Baby Bear was sad because his chair was broken and porridge gone, Cinderella was happy because she went to the ball after all | | | | Take turns with toys and games fairly. | | | Using Zones Of Regulation start to understand and explain why others may feel differently to them. | | | To express how they feel about a special person.  To ask a trusted adult or friend questions to find out more about their special person | | | | Put the needs of others before their own, e.g. there is only one spade so you can have it first.  Start to build relationships with new staff for next year. | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Physical Development  ***Gross Motor skills*** | ***Introduction to PE – Unit 1 & Unit 2***  Develop an awareness of space and be able to use space safely and sensibly, considering others when moving around.  ***Ball skills – Unit 1 & Unit 2***  Develop ball control – stopping, starting, travelling with a ball, rolling to a target. Begin to throw, kick, catch and bounce with more accuracy. | | | | | | ***Dance – Unit 1 & Unit 2***  Move in time to music and learn the different ways and speeds that their bodies can move  ***Fundamentals – Unit 1 & Unit 2***  Develop strength, balance and co-ordination through movement skills and games.  Practise hopping and skipping | | | | | | ***Gymnastics – Unit 1 & Unit 2***  Develop strength, balance and co-ordination. Develop their own body movements – jumping, climbing, balancing and rolling on the floor and on apparatus.  ***Games – Unit 1 & Unit 2***  Understand rules and why they are important.  Develop skills with equipment such as beanbags, balls, hoops and bats. Move energetically. | | | | | |
| Physical Development  ***Fine motor skills*** | Fine motor skills developed to meet needs of children as their skills develop and muscles mature. They include: painting, threading, scissor skills, play dough, mark making, zipping, buttons, screwing, digging, pouring, jigsaws, stacking, construction e.g. Lego, dressing dolls etc. | | | | | | | | | | | | | | | | | |
| **Stage 1**  **Core strength & posture** | Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting. | | | | | | | | | Sit up at tall at the table with my feet on the floor. 90-90-90 position’ – 90-degree angle at the feet/ankles, at the knees and at the elbows. | | | | | | | |
| **Stage 1**  **Fine motor – wrist, arm & finger strength dexterity.** | Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting | | | | Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder. | | | | | Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools. | | | | Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips. | | | |
| **Stage 1 Holding a pencil Hand dominance** | Hold the pencil in a palmar or digital grip. Swapping and testing hands. | | Develop a pincer grip. I may still be determining which hand to use. | | | | Sometimes hold a pencil correctly with support. | | | Consistently use a dominant hand. | | | Hold a pencil with a tripod pincer grip. | | | | Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other. |
| **Stage 1**  **Writing symbols.**  **8 figures of Visual Motor Integration**  **(VMI** | I can record a circle.  *(3 years)* | | I can record a vertical cross.  *(3 ½ - 4 years)* | | | | I can record a square.  *(4 years)* | | | I can record diagonal lines to the left and right.  *(4 ½ ys)* | | | I can record a cross using diagonal lines.  *(4 years 11 mths)* | | | | I can record a triangle.  *(5 years 3 months)* |
| **Stage 2**  **Name writing** | Make an attempt at my name | | | Form some letters in my name | | | | Form most letters of my name | | | Form the letters of my first name correctly | | | | Form the letters of my full name correctly. | | |
| **Stage 2**  **Letter formation** | Correctly form some letters  (following handwriting scheme) | | | | | | Correctly form most of the 16 alphabet letters | | | | | | Correctly form all of the 26 alphabet letters | | | | |
| **Stage 2**  **Sizing** | Begin to reduce the size of my letters | | | | | | Record letters with some consistency of size and neatness. | | | | | | Record small, neat, consistently sized letters. | | | | |
| **Stage 2**  **Orientation** | Begin to fit some letters in the handwriting lines. | | | | Begin to fit most letters into the handwriting lines, orientating them in the correct direction and starting to use ascenders and descenders. | | | | | Fit all the letters into the handwriting lines using capital letters, ascenders and descenders correctly. | | | | Fit all letters into the handwriting lines, using capital letters, ascenders and descenders in consistent proportion. | | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Literacy  ***Comprehension*** | Listens to a story with pictures and then answers questions about the story  Retell a story. | | | | | | Listen to a story, start to predict and anticipate events and answer questions about the setting, plot and characters.  Start to use newly learned vocabulary correctly. | | | | | | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | | | | |
| Literacy  ***Word reading*** | Understand the five key concepts about print:  Print has meaning; Print can have different  purposes; we read  English text from left to right and top to  bottom; name of  different parts of a  book; page sequencing.  Monster Phonics programme – phonics and key words | | Read CVC words and remember keywords to support reading simple phrases.  Monster Phonics programme – phonics and key words | | | | Read simple phrases and sentences made up of words with  known letter-sound  correspondences and, where necessary, a few exception words.  Monster Phonics programme – phonics and key words | | | Read few common exception words  matched to school  scheme. Read some letter groups that  represent one sound.  Re-read books to build up confidence in word reading and fluency and their  understanding and enjoyment.  Monster Phonics programme – phonics and key words | | | Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge,  including some common exception words  Monster Phonics programme – phonics and key words | | | | Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge,  including some common exception words  Monster Phonics programme – phonics and key words | |
| Literacy- words to focus on | I, to, into, go, no, the, oh, has, he, she, me, we, be, of, you, my, they, for | | all, was, too, her, are, said | | | | have, do, so, come, some, were, one | | | like, by, when, little, what, children | | | your, here, saw, time, out, house, about, made, make, came | | | | very, old, called, asked, looked, their, our, Mr, Mrs, don’t, people, could | |
| Literacy  ***Writing*** | Pre-Writing Skills & Fine Motor Skills for Preschoolers ...  Attempts at name writing | | Using the sounds taught in Monster Phonics to attempt simple phonetically plausible words.  Name writing | | | | Begin to combine words to write a label or short descriptive caption e.g. red hat, big van | | | Write short sentences using the phonemes/graphemes and the key words that they know.  Try to use a finger space between words. | | | Draw on the phonics that they have been taught to write a sentence that can be read by others. Form letters correctly.  Try to start the sentence with a capital letter and finish with a full stop. | | | | Write sentences that can be read by others where letters are correctly formed and are spelt using the phonics they have been taught. | |
| Literacy  ***Handwriting*** | **Children learn shapes needed to form letters.**  Order:  Straight line top to bottom,  Horizontal line L – R,  Circle anticlockwise,  + sign top to bottom, L -R,  Diagonal line top to bottom R-L,  Square top right corner anticlockwise,  Diagonal line top to bottom -R,  Triangle starting at top anticlockwise. | | **Teach in the order of monster phonics sounds taught:**  **s, a, t, p, i, n,**  **m, d, g, o c**  **k, e, u, r, h,**  **b, f, l,** | | | | **Teach in the order of monster phonics sounds taught:**  j, v, w, x, y, z,  q,  Recap from the beginning  Children begin to know the names for the handwriting lines:  Top broken  Top solid  Bottom Solid  Bottom Broken. | | | **Teach in letter families**        Children begin to know the names for the handwriting lines:  Top broken  Top solid  Bottom Solid  Bottom Broken. | | | **Teach in letter families**          Continue to practise correct letter formation with a focus on start points. Consistent pencil grip. | | | | **Recap letter families as Spring & Summer 1 term**  Continue to practise correct letter formation with a focus on start points. Consistent pencil grip. | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Mathematics  ***Number & numerical patterns*** | Subitising within 3  Counting objects and sounds  Composition on 3 and 4  Subitising objects and sounds  Use the language ‘more than’, ‘less than’ and ‘fewer than’  Measure and pattern | | Explore ‘whole’ and ‘part’  Composition of 3,4,5  Match numerals to quantities  Positional language  Subitising within 5  Circles and triangles  Shapes with 4 sides | | | | Focus on 6 and 7 as ‘5 and a bit more’  Compare sets and use the language of comparison: more than, less than, equal to  Make unequal sets equal  Focus on the ‘staircase pattern’ and ordering numbers.  Ordering numbers to 8  Use language of ‘less than’. Focus on 7  Doubles – explore how some numbers can be made with two equal parts.  Mass and capacity | | | Sorting numbers according to attributes. Odd and even numbers  Consolidate previous learning.  Counting larger sets and things that cannot be seen.  Counting objects to 20.  Subitising to 6 including in structured arrangements. Composition 5 and a bit.  Mass and capacity | | | Composition of 10  Comparison linked to ordinality  Play track games  Introduce Rekenrek  Forming digits 0-9  Recording a number sentence  Positional language  3D shape | | | | Subtraction within 10  Automatic recall of number bonds to 5  Review  Composition of numerbs to 10  Comparison  Number patterns  Counting | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Understanding The World  ***Past & Present*** | Speak about the people in their families and their friends.  Learn who the adults are around school. | | Learn about Guy Fawkes and talk about how life was different then – no cars, different clothes etc.  Learn about Remembrance Day  Speak about what The Bible tells us it was like when Jesus was born many years ago. | | | | Compare vehicles – past and present | | | Mothering Sunday – mother figures  Trip recount – has happened. | | | People who work in airports, ports, train stations etc | | | | Father’s Day - Father figures | |
| Understanding The World  ***People, Culture & Communities*** | Be able to talk about their own environment and what it is like including their school, home and parts of Stocksbridge and possibly Sheffield.  Know they live in a country called England and try to understand it is part of the world – locate on a map. | | Compare Christmas celebrations. | | | | Chinese New Year – know about other cultures, different to theirs.  Draw maps based on the books they have read.  Know the importance of the emergency services.  Learn what happens at an airport, train station etc | | |  | | | Be able to talk about life in other countries compared with our country. Explain how another country might be different.  Know that other countries can be found on a World map. | | | | How we can look after our environment | |
| Understanding The World  ***The Natural World*** | Notice Autumnal changes and talk about them.  Recognise their own school environment and talk about it.  Discuss and name animals they may have at home as pets. | | Know that Winter is now approaching and observe the frost and ice.  Explain what happens to animals in our environment in Winter, e.g. birds, hedgehogs, squirrels | | | | Be able to explain why the snow and ice melts.  Start to notice signs of Spring. | | | Look for signs of Spring and know that these are because the weather is warming up.  Learn that the weather and temperatures are different in different parts of the world and this affects the plants and animals that live there. | | | Continue to develop an understanding that the weather and temperatures are different in different parts of the world. | | | | Know that it is Summer and the warmer weather helps plants to grow.  Talk about the plants and animals in our immediate environment. Draw pictures of them and name some of them. | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | **Ticket To Ride** | | | **Amazing Animals** | | | **Where in the World?** | | | | **Come Outside** | |
| Expressive Arts & Design  ***Creating & Being Imaginative & Expressive*** | Self portraits  Family portraits  Pencil skills  Colour mixing – primary colours  Sing songs with actions and movement trying out different voices.  Copy simple sound and movement patterns.  Respond to music we hear.  Respond to musical instructions. | | Christmas crafts  Firework pictures  Making/painting poppies  Nativity  Play simple rhythms on classroom percussion instruments and be able to name some of the instruments.  Investigate the timbres of different instruments.  Take turns in call and chant songs.  Start to compose and play simple graphical scores. | | | | Junk model – vehicles  Chinese dragons  Wheels through paint – Jackson Pollock  Role play – vehicles and journeys  Follow a simple graphic score and simple notation.  Perform simple accompaniments and rhythms following musical cues and a steady pulse  Talk about sound structures, recognising loud and quiet sounds and the structure of a song.  Move in time to music | | | Animal pattern  Printing  Rousseau’s Tiger  Create simple sound effects to accompany a song.  When composing consider tempo, dynamics and duration.  Explore different ways of playing instruments. | | | Fruit printing  Sculpture  Role play – aeroplane journey  Experiment further with voice sounds and sing songs with confidence.  Recognise pitch patterns and compose and play them with tuned percussion.  Make a sound sequence with specific sounds for a character or objects. | | | | Observational work of plants and flowers.  Shading and pencil skills  Van Gogh’s Sunflowers  Using what they have learnt about pitch, tempo and dynamics, respond to music they listen to.  Tell stories with musical sound effects.  Explore the effects of combining sounds.  Sing songs with expression. | |