

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seasons and Celebrations – Where in the World is Barney Bear (Class Bear to go home weekends and holidays)					
Special days/celebrations	Harvest, Remembrance Day, Christmas, Hanukah		Pancake day, Ash Wednesday, Chinese new year, Lent, Mother’s Day		Easter, Father’s Day, Pentecost, Eid	
Cross Curricular	All About Me Classroom rules Travel Holidays Different transport journeys Travel adventures	Toys and Play Soft toys Favourite toys Old Toys Toy characters Christmas presents. Christmas decorations and food	Dinosaurs Eggs (Alternative topic – People who help us) Toy dinosaurs Museums Fossils Dinosaurs & the environment Dancing dinosaurs	Space Rockets The moon Building rockets Stars Planets	Life Cycles Family Babies Plants Life cycle – butterfly Life cycle – frog Farm - Baby animals	The Seaside (Mermaids and Pirates) Sand (creatures & shapes) A trip to the beach Sea Creatures Sea Mammals Sharks
Communication and Language Listening, Attention & Understanding Speaking	Understand how to listen carefully & why listening is important. Engage in story times. Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions. Ask questions to find out more & to check they understand what has been said to them. Develop social phrases Engage in story times. Make comments about what they have heard & ask questions to clarify their understanding. Hold conversations when engaged in back-&-forth exchanges with an adult and peers		Articulate their ideas & thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Participate in small group, class and 1:1 discussion, offering their own ideas, using recently introduced vocabulary. Describe events in some detail. Use talk to help work out problems & organise thinking & activities explain how things work & why they might happen.		Listen to & talk about stories to build familiarity and understanding. Engage in non-fiction books. Retell the story once they have developed a deep familiarity with the text; some as exact repetition & some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary. Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from an adult. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes & poems when appropriate.	
Communication and Language ELG	Listening, Attention and Understanding Children at the expected level of development will: <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 			Speaking Children at the expected level of development will: <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 		

Personal, Social and Emotional Development Self-Regulation Managing Self Building relationships	Personal safety in school Bonfire night	Anti bullying Bonfire night	People Who Help Us	E -Safety	Being healthy	Transition
	See themselves as a valuable individual. Build constructive & respectful relationships. Express their feelings & consider the feelings of others, regulate behaviour accordingly. Work & play cooperatively & take turns with others Give focused attention to what the teacher says		Show resilience & perseverance in the face of challenge. Identify & moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene & personal needs	Show understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly Set & work towards simple goals. Confident to try new activities, Explain the reasons for rules Manage own basic hygiene & personal needs	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly Set & work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene	Show sensitivity to their own & to others' needs Be confident to try new activities & show independence, resilience & perseverance in the faces of challenge Give focused attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas
ELG	<u>Self-Regulation</u> Children at the expected level of development will: • 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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		<u>Managing Self</u> Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.		<u>Building Relationships</u> Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.	
Physical Development Gross Motor Skills Fine Motor Skills	Gymnastics Changing before & after PE Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Develop fine motor skills holding pencil correctly, using scissors etc. Developing balance & control in the outdoor area	Gymnastics Changing before & after PE Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Develop fine motor skillsholding pencil correctly, using scissors etc.	Dance Changing before &after Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting and aiming. Develop confidence, competence, precision, & accuracy when engaging in activities that involve a ball. Develop fine motor skills	Dance Changing before & after PE Know & talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Develop fine motor skills	Games Changing before & after PE Combine different movements with ease and fluency Know & talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Games Changing before & after PE Confidently & safely use a range of large and small apparatus indoors and outside and in a group. Sports day

ELG	<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;">Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 			<p style="text-align: center;">Fine Motor Skills</p> <p style="text-align: center;">Children at the expected level of development will:</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, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 		
<p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words. <u>High Frequency Words</u> is, it, in, at, and, to, the, no, go, I.</p> <p>Writing Children will give meanings to the marks they make.</p> <p>Focussed activities: Recognise their own and other children’s names, and practise writing them. Labelling objects we have found in Old Bear’s suitcase. Identify initial sounds from the things in Elmer. Creating a ‘family tree’ and drawing/writing the members of our family. Thinking of and writing the initial sounds of words that describe us and what make us unique. Beginning to recognise and read simple words e.g. Mum, Dad Writing for our role play areas.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences. <u>High Frequency Words</u> is, it, in, at, and, to, the, no, go, I.</p> <p>Writing Children will form letters correctly. Name writing by practising through practical activities</p> <p>Focussed activities: Provide different mark-making tools Invite children to practise letter recognition or word blending. Create a story-map of the stories Christmas lists and cards Letter to Father Christmas Writing for our role play areas – Toy Shop</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs. <u>High Frequency Words</u>: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</p> <p>Writing Children will write labels/phrases representing the sounds with letter /letters.</p> <p>Focussed activities: 1)Dinosaurs – Labelling them Writing facts about dinosaurs What do words mean? Fossil, bones, herbivore, carnivore etc What would it be like to be a palethonologist?</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together. <u>High Frequency Words</u>: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</p> <p>Writing Children will write words representing the sounds with a letter/letters. Writing simple CVC words and phase 2 / 3 tricky words</p> <p>Focussed activities: Writing a letter/email to a famous astronaut. Using non-fiction books to find out information about space. Sequencing ‘a day in the life of an astronaut’/rocket launch. Write a space setting description. Writing a list of what the children would like to take to space. Writing about their own imaginary planet. Writing for our role play areas.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically. <u>High Frequency Words</u>: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her</p> <p>Focussed activities: Writing sentences to describe their animal of choice. Make a list of adjectives to describe their animal. Create a story board for the Tiger Who Came to Tea. Children to sequence pictures to make the story. Writing a list/instructions of all the things we need to do to look after our pets. Writing observations in bean diaries. Finding facts in non-fiction books about different animals.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds. <u>High Frequency Words</u>: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her</p> <p>Focussed activities: Exploring the difference between fiction and non-fiction books. Writing facts about sea life creatures Descriptions of the sea, beach using adjectives Sequencing pictures from the stories Facts about the 4 seasons – Can you write about the differences between them.</p>

Possible Book Focus	At School Owl Babies Only One You Elmer Old Bear Odd Dog Out The Rainbow Fish The Colour Monster Autumn books	I Love You Blue Kangaroo Things I Like & I Like Books Slumfenburger's Christmas Non-Fiction Toy books	My First Book of Dinosaurs Harry and his Bucketful of Dinosaurs Dinosaurs & all that Rubbish Dance of the Dinosaurs Non-Fiction Dinosaurs Spring books	How to Catch a Star Whatever Next The First Hippo on the Moon Loon on the Moon What Are Stars The Way Back Home Man on the Moon Non-Fiction Space	The Annoying Elephant The Tiger who came to tea Dear Zoo Percy the Park keeper collection The Very Hungry Caterpillar Jasper's Beanstalk The Tiny Seed Summer books	The Sand Horse The Whales' Song Seal Surfer Dolphin Boy Non-Fiction Seaside books
ELG	Comprehension Children at the expected level of development will: • 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		Word Reading Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • 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.		Writing Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.	
Phonics	Little Wandle-See separate planning					
Numbers Number Numerical patterns	WHITE ROSE MATHS Getting to know you Just like Me! It's Me 1, 2, 3! Light & Dark Matching. Sorting & Comparing amounts Compare Size, Mass & Capacity Exploring pattern Representing, comparing & composition of 1, 2, 3, 4, 5 Circles & Triangles / Positional language Representing Numbers to 5 One more and one less Shapes with 4 sides		WHITE ROSE MATHS Alive in 5! Growing 6,7,8 Building 9 & 10 Consolidation Introducing Zero Comparing Numbers to 5 & Composition of numbers 4 & 5 Compare Mass / Capacity Numbers 6, 7 & 8 Making Pairs Combining 2 groups Length, Height & Time Numbers 9 & 10 Compare Numbers to 10 / Bonds to 10 3D Shape / Pattern (2)		WHITE ROSE MATHS To 20 & beyond First, Then, Now Find My pattern On the move Building Numbers Beyond 10 / Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, manipulate Adding More / Taking Away Spatial Reasoning (2) Compose & Decompose Doubling, Sharing & Grouping Even & Odd Spatial Reasoning (3) / Visualise & Build Deepening Understanding Patterns & Relationships Spatial Reasoning (4) / Mapping	
ELG	Number Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			Numerical Patterns Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		

<p>Understanding the World</p> <p>Past and present People,</p> <p>Culture and Communities</p> <p>The Natural World</p>	<p>Past & Present – History Toys past and present Talking about the lives of people who are familiar to them & sharing news.</p> <p>People, Culture & Communities – Geography Around our school - School environment inside & outside Looking at where I live My journey to school Where do we live? What is it like? Meeting people who help us in our school Show interest in the different jobs people do</p> <p>Natural World – Science 1)Ourselves and our homes Life cycles of humans Caring for themselves and keeping safe including electricity in the home. 2)Materials – explore materials, joining skills. How things work? Signs of Autumn / Winter</p> <p>Computing The children will be introduced to the computer & begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories & songs through the use of the computer. E-Safety</p> <p>RE Christianity – God as a creator Explain the Bible is the Christian’s Holy book Christmas</p> <p>Special celebrations: Harvest, Remembrance Day, Christmas, Hanukah</p>	<p>Past & Present – History Family trees Talking about the lives of people who are familiar to them & sharing news. Learning that we are all different & we are all special. Learning that we all enjoy different activities & that’s what makes us unique.</p> <p>People, Culture & Communities – Geography People who help us in the local area Show interest in the different jobs people do</p> <p>Natural World – Science Light and Shadows Sound, earth and space Signs of Winter / Spring</p> <p>Computing A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p> <p>RE Christianity-Easter Talk about why Christians go to Church</p> <p>Special celebrations: Learning about the Chinese culture & the New Year festival Chinese meal Making pancakes Easter</p>	<p>Past & Present – History Holidays in the past</p> <p>People, Culture & Communities – Geography Journey to the coast</p> <p>Natural World – Science Living things – animals excluding humans Living things and their habitats Observing plants, animals, living & decaying things. Signs of Summer</p> <p>Computing A range of ICT equipment will be used through focused activities & independent play. The children will continue to develop their skills using the interactive whiteboard, listening station & electronic toys. E-Safety</p> <p>RE Christianity and bible stories</p> <p>Challenging stereotypes & negative attitudes promoting a positive attitude to difference Reflecting on the past year & their achievements and looking forward to new challenge.</p>
<p>ELG</p>	<p>Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>People Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<p>Expressive Arts and Design</p> <p>Creating with Materials Being Imaginative and expressive</p>	<p>Joining in with rhymes & circle time Trying out different materials Self portraits Autumn / Winter activities Musical Instruments Bonfire Night activities Christmas activities – cards / calendars etc. Christmas play Role play – house Role play-Toy shop Learn Autumn and Celebration Songs</p>	<p>Junk modelling Musical instruments Winter / Spring pictures Observational drawings Exploring & mixing different colours Chinese activities e.g. lanterns Mother’s Day and Easter cards Role play – space Role play – Chinese New Year Role play-Dinosaur land Learn Weather songs</p>	<p>Junk modelling Father’s Day cards Musical instruments Found materials activities 2D / 3D activities Nursery Rhyme Day Role play-Animal world Role play – seaside shop / café Learn Animal songs</p>
<p>ELG</p>	<p>Creating with Materials Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.</p>		<p>Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>

Spring 1 alternative Literacy focus

2) Label photographs of the people who help us and a large map of Poynton of where the people who help us are situated.
 Label vehicles they have made and a timeline of old and new emergency vehicles. Write about what they would like to be when they grow up.
 Writing about the roles of Police, paramedics and firefighters, and writing lists of the equipment they would need.

- Postman Pete
- Doctor Daisy
- PC Polly
- Fireman Fergus
- Going to the Dentist
- Topsy and Tim series
- Burglar Bill
- When I Grow Up