

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenge</b>	Me and my school	How amazing are animals!	What's Inside the toy box?	Where around the world?	Changing and growing	Let's Imagine!
<b>Prime area: Communication and language</b>						
	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary and use it in different contexts.</li> <li>• Ask questions to find out more and to check understanding of what has been said.</li> <li>• Articulate own ideas and thoughts in well-formed sentences, using a range of connectives to link ideas.</li> <li>• Describe events in some detail and develop social phrases.</li> <li>• Learn rhymes, poems and songs, paying attention to how they sound.</li> <li>• Use talk to help work out problems, organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell a story, after developing a deep familiarity with the text; using some exact repetition and some own words.</li> <li>• Listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
<b>Prime area: Physical development</b>						
<b>Fine motor skills</b>	<ul style="list-style-type: none"> <li>• Varied Happy Hands activities</li> <li>• Improving pincer grip to develop tripod grip and</li> <li>• Improving use of tools eg scissors, glue sticks paint brushes and simple cutting tools</li> <li>• Threading large/small beads on to laces and pipe cleaners Threading using lacing cards</li> <li>• Dough disco for finger/hand muscle strength</li> <li>• introducing handwriting and forming letters in large lined handwriting books</li> </ul>					
<b>Gross motor skills</b>	<ul style="list-style-type: none"> <li>• Using large play equipment: Tyres, large planks of wood apparatus</li> <li>• Riding balance bikes: starting and stopping</li> </ul>					

<b>Core strength and coordination (links to PE curriculum)</b>	Begin to manage personal needs dressing and taking care of personal belongings Begin to negotiate space and improve listening skills to participate in team games and personal exercise	Fundamentals Unit 1	Big Moves + Fundamentals Unit 2	Ball Skills Unit 1+2	Games Unit1	Games Sports Day
<b>Prime area: Personal, social and emotional development</b>						
<b>Links to PSHE curriculum</b>	Myself and My Relationships 1 Beginning and Belonging  Myself and My Relationships 2 My Family and Friends - Including Anti-bullying	Citizenship 2 Me and My World  Myself and My Relationships 3 My Emotions	Healthy and Safer Lifestyles 3 Healthy Lifestyles	Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)	Healthy and Safer Lifestyles 1 My Body and Growing Up	Citizenship 1 Identities and Diversity
<b>Specific area: Literacy</b>						
<b>Writing stimulus</b>	<b>Cotemporary poetry</b> What am I? poem about themselves  <b>Fiction</b> The Gruffalo	<b>Cotemporary poetry</b> What am I? poem about animals Senses poem about Autumn	<b>Cotemporary poetry</b> What am I? poem about a hidden toy in a toybox  <b>Fiction</b>	<b>Fiction</b> Handa's Surprise Lost and Found Commotion in the Ocean	<b>Cotemporary poetry</b> Acrostic poem about plants  <b>Fiction</b> The Enormous Turnip	<b>Fiction</b> Little Red Riding Hood The Three Little Pigs The Gingerbread Man  <b>Non-fiction</b> I See Summer

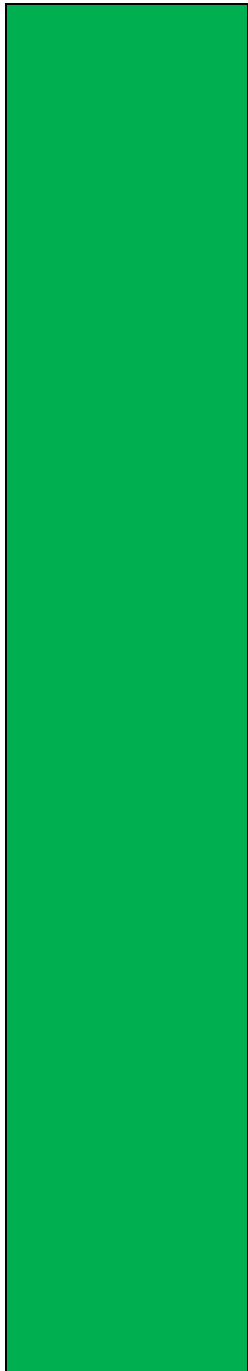
	<p>Frog on a log Big Pig on a Dig Fox on a Box</p> <p><b>Non-fiction</b> The Great Big Book of Families All kinds of people</p>	<p><b>Fiction</b> The Very Hungry Caterpillar We're Going on a Bear Hunt Oi! Frog The Rainbow Fish That's not my... The Best Diwali Ever!</p> <p><b>Non-fiction</b> Lifesize baby animals Brilliant Body</p>	<p>Everywhere bear Toys in Space Kipper's Toy Box Paddington Bear Lost in the Toy Museum</p> <p><b>Non-fiction</b> The History of Toys</p>	<p><b>Non-fiction</b> A Walk in London</p>	<p>Oliver's Vegetables Jack and the Beanstalk</p> <p><b>Non-fiction</b> A Fruit is a Suitcase for a Seed</p>	
<p><b>Writing focus</b></p>	<ul style="list-style-type: none"> <li>identifying rhyming words grapheme/phoneme correspondence</li> <li>segmenting and blending sounds orally and correct formation of taught letters</li> <li>writing from left to</li> </ul>	<ul style="list-style-type: none"> <li>identifying and thinking of rhyming words</li> <li>grapheme / phoneme correspondence</li> <li>segmenting and blending sounds orally and correct formation of taught letters</li> </ul>	<ul style="list-style-type: none"> <li>grapheme / phoneme correspondence</li> <li>segmenting and blending words to write</li> <li>reading and writing simple sentences</li> <li>independently writing captions, lists and</li> </ul>	<ul style="list-style-type: none"> <li>grapheme / phoneme correspondence</li> <li>segmenting and blending words to write</li> <li>segmenting words into syllables to read and write</li> <li>reading and writing simple and</li> </ul>	<ul style="list-style-type: none"> <li>grapheme / phoneme correspondence</li> <li>segmenting and blending words to write</li> <li>segmenting words into syllables to read and write</li> <li>reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>grapheme/ phoneme correspondence</li> <li>segmenting and blending words to write and</li> <li>segmenting words into syllables to read and write</li> <li>reading and writing extended sentences and short narratives</li> <li>independently writing sentences and using sound mats to identify sounds not yet taught</li> <li>punctuating sentences accurately</li> <li>reading and writing taught everyday words</li> <li>showing understanding when reading and asking questions</li> </ul>

	<p>right and sitting letters on lines</p> <ul style="list-style-type: none"> <li>• reading and writing cvc words and labels</li> <li>• name writing using correct letter formation</li> <li>• giving meaning and ascribing meaning to marks</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• sitting letters on lines</li> <li>• reading and writing short captions and cvc word sentences</li> <li>• name writing using correct letter formation</li> <li>• independently writing labels, lists and words</li> <li>• reading and writing taught everyday words</li> </ul>	<p>simple sentences</p> <ul style="list-style-type: none"> <li>• correct formation of taught letters</li> <li>• reading and writing taught everyday words</li> <li>• showing understanding when reading</li> <li>• correctly writing longer one syllable words</li> <li>• beginning to use correct sentence punctuation</li> </ul>	<p>extended sentences</p> <ul style="list-style-type: none"> <li>• independently writing sentences and using sound mats to identify sounds not yet taught</li> <li>• punctuating sentences accurately</li> <li>• reading and writing taught everyday words</li> <li>• showing understanding when reading and remembering key information</li> </ul>	<p>extended sentences</p> <ul style="list-style-type: none"> <li>• independently writing sentences and using sound mats to identify sounds not yet taught</li> <li>• punctuating sentences accurately</li> <li>• reading and writing taught everyday words</li> <li>• showing understanding when reading and asking questions</li> <li>• writing short narratives</li> </ul>	
<p><b>Phonics</b></p>	<p>Sounds: a, l, m, s, t, n, o, p, b</p> <p>Everyday words: I, is, the, has, and</p> <p>Word structure: CVC</p>	<p>Sounds: c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y</p> <p>Everyday words: with, to, of, his, was, have, no, said, me, we, be</p>	<p>Sounds: ss, ff, ll, zz, ch, sh, th, ck, wh</p> <p>Everyday words: give, my, he, she, says, her, are</p>	<p>Sounds: ng, qu, ai, ee</p> <p>Everyday words: go, so, your, what, where</p> <p>Word structure:</p>	<p>Sounds: oa, ur, ow, oo, igh, or, oi</p> <p>Word structure: CVC, CVCC, VCC, CCVC, CCVCC</p>	<p>Sounds: ar</p> <p>Word structure: CVC, CVCC, VCC, CCVC, CCVCC, CVCCC, CCCVC</p>

		Word structure: CVC	Word structure: CVC, CVCC, VCC	CVC, CVCC, VCC		
<b>Handwriting</b>	a, i, m, s, t, o, p, b, c, g, h	d, f, v, e, k, l, z, r, u, j, w, y, x, z	A, B, C, D, E, F, G, H, I, J, K, L, M, N	O, P, Q, R, S, T, U, V, W, X	Y, Z, 0, 1, 2, 3, 4	5, 6, 7, 8, 9

**Specific area: Mathematics**

	Mastering number weeks 1-5	Mastering number weeks 6-12	Mastering number weeks 13-17	Mastering number weeks 18-22	Mastering number weeks 23-27	Mastering number weeks 28-31
	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Explore the composition of numbers 0 and 1</li> <li>Subitise quantities up to 3</li> </ul> <p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Counting to 5 forwards and backwards</li> <li>Compare quantities up to 3</li> </ul> <p><b>Shape, space and measure</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Explore the composition of numbers 2 and 3</li> <li>Subitise quantities up to 4</li> <li>Recall number bonds up to 3</li> <li>Compose and decompose numbers to 3 in two parts</li> </ul> <p><b>Numerical patterns</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Explore the composition of numbers 4 and 5</li> <li>Subitise quantities up to 5</li> <li>Recall number bonds up to 5, including doubles within 5</li> <li>Compose and decompose numbers to 5 in two parts</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Explore the composition of numbers 6 and 7</li> <li>Conceptually subitise quantities up to 7</li> <li>Recall number bonds up to 7, including doubles within 7</li> <li>Compose and decompose numbers to 7 in two parts</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Explore the composition of numbers 8 and 9</li> <li>Conceptually subitise quantities up to 9</li> <li>Recall number bonds up to 9, including doubles within 9</li> <li>Compose and decompose numbers to 9 in two parts</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Explore the composition of numbers 10 and above</li> <li>Conceptually subitise quantities up to 10</li> <li>Recall number bonds up to 10, including doubles within 10</li> <li>Compose and decompose numbers to 10 in two parts</li> </ul> <p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Counting to 100</li> <li>Compare quantities up to 20</li> <li>Comparing and identifying odd and even numbers</li> <li>Exploring the concept of equal sharing</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>Identifying 3D shapes in the environment and comparing properties</li> <li>Comparing and measuring height</li> <li>Exploring ordinal numbers</li> <li>Exploring concepts related to money</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying circles and ovals in the environment and comparing properties</li> <li>Comparing size of objects</li> </ul>	<ul style="list-style-type: none"> <li>Counting to 10 forwards and backwards</li> <li>Compare quantities up to 3</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>Identifying triangles in the environment and comparing properties</li> <li>Identify and continue ABAB and ABC patterns</li> <li>Identify and match identical and non-identical pairs</li> <li>Explore and compare capacity and volume</li> </ul>	<p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Counting to 20</li> <li>Compare quantities up to 5</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>Identifying squares, rectangles and hexagons in the environment and comparing properties</li> <li>Identify and continue ABB and ABBC patterns</li> <li>Compose and decompose shapes and shape pictures and identify shapes within shape pictures</li> </ul>	<p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Counting to 50</li> <li>Compare quantities up to 10</li> </ul> <p>Comparing and identifying odd and even numbers</p> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>Identifying 3D shapes in the environment and comparing properties</li> <li>Comparing and measuring mass</li> </ul>	<p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Counting to 50</li> <li>Compare quantities up to 15</li> </ul> <p>Comparing and identifying odd and even numbers</p> <ul style="list-style-type: none"> <li>Exploring the concept of equal sharing</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>Identifying 3D shapes in the environment and comparing properties</li> <li>Comparing size</li> <li>Comparing and measuring length</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Comparing and measuring mass</li> </ul>			
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**Specific area: Understanding the world**

<b>Links to history and geography curriculum</b>	<p>People, culture and communities ELG</p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Draw information from a simple map.</li> <li>• Begin to make sense of their own</li> </ul>	<p>The Natural World ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	<p>Past and present ELG</p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>	<p>People, culture and communities ELG</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Know that there are different countries in the world and talk</li> </ul>	<p>The Natural World ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	

	life-story and family's history.			about the differences they have experienced or seen in photos.		
<b>RE</b>	<p><b>Why is the word "God" so important to Christians</b></p> <p><b>Religion</b> Christianity</p> <p><b>Key Questions</b> What does the word 'God' mean? Which people believe in God? What did God create? What is amazing about the world? What do people say to God?</p> <p><b>Key concept</b> Creation</p>	<p><b>Why is Christmas special for Christians</b></p> <p><b>Religion</b> Christianity</p> <p><b>Key Questions</b> Why is Jesus special? How do Christians celebrate Christmas at church? How do Christians celebrate God's love?</p> <p><b>Key concept</b> Incarnation</p>	<p><b>Being special: where do we belong?</b> (<i>Start in Autumn 1 and finish in Autumn 2</i>)</p> <p><b>Religion</b> Christianity</p> <p><b>Key Questions</b> What makes us feel special? Why are children special to God? Where do you belong? How do we show people they are welcome? How do people from other religions feel special?</p> <p><b>Key concept</b> God</p>	<p><b>Why is Easter special to Christians?</b></p> <p><b>Religion</b> Christianity</p> <p><b>Key Questions</b> Why is the Palm cross a special symbol? How do Christians celebrate Easter at home and at church?</p> <p>How can we help others when they need it?</p> <p><b>Key concept</b> Salvation</p>	<p><b>Which places are special and why?</b></p> <p><b>Religion</b> Christianity</p> <p><b>Key Questions</b> Where is special to me? Where is a special place for Christians to go? What makes a church special to Christians?</p> <p><b>Key concept</b> God</p>	<p><b>Which stories are special and why?</b></p> <p><b>Religion</b> Christianity</p> <p><b>Key Questions</b> What is a religious story? How do religious stories make us feel? What sacred texts are there? What do religious stories teach us?</p> <p><b>Key concept</b> God</p>

**Specific area: Expressive arts and design**

<b>Links to Art curriculum</b>	<b><u>Artist Study</u></b>	<b><u>Drawing</u></b>	<b><u>Drawing</u></b>
	<p><b>Exploring colour mixing</b></p> <p><b>Primary and secondary colour circles in the style of Kandinsky</b></p> <p><b>Artist study - Wassily Kandinsky</b></p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Identify primary and secondary colours by name</p> <p>Mix primary shades and tones</p> <p>Mix secondary colours</p> <p>Show different emotions in their paintings</p>	<p><b>Taking a pencil for a walk</b></p> <p><b>Shaded free-hand line drawing in the style of Klee</b></p> <p><b>Artist study - Paul Klee</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk</p> <p>Control the types of marks made with the range of media</p> <p>Name, match and draw lines/ marks from observations</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Use drawing to represent ideas like movement or loud noises</p>	<p><b>Faces</b></p> <p><b>Line drawing of self portrait</b></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Observe and draw shapes from observations</p> <p>Draw with increasing complexity and detail such as representing a face with a circle and including details</p> <p>Develop observation when drawing and become reflective about how to improve</p> <p>Show different emotions in their drawings like happiness, sadness fear etc.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>

			Respond to what they have heard, expressing their thoughts and feelings			
<p>Planned opportunities across setting – open-ended junk modelling and collage, outdoor stage for performing, open-ended construction, open-ended modelling and small-world areas, story box resources for acting out stories          Imaginative play/acting out narratives – role-play areas, construction and small-world areas (adult modelling)          Opportunities during continuous provision time and carpet time to talk about ideas and processes</p>						
		<p><b>TEXTILES -</b>          Templates and joining techniques</p> <p><b>DME</b> an animal mask for myself for the Christmas Nativity</p> <p><b>Techniques/Skills:</b> Cut and join fabrics with simple techniques, think about the user and purpose of products</p>		<p><b>FOOD –</b>          Preparing fruit and vegetables</p> <p><b>DME</b> a fruit salad for Akeyo for a party</p> <p><b>Techniques/Skills:</b> Cutting soft fruit and vegetables using appropriate utensils</p>		<p><b>STRUCTURES –</b> Sliders and leavers</p> <p><b>DME</b> a house with windows and doors that open for the three little pigs</p> <p><b>Techniques/Skills:</b> Simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape</p>
<p><b>Links to DT curriculum</b></p>	<p>Throughout the year, Foundation Stage will participate in a number of planned focused tasks (teacher led, guided and independent) which will prepare the children for the units that they will do within Key Stage 1. This may include activities such as junk modelling, crafts, cutting activities and construction equipment play.</p> <p>The children will participate in a number of Design, Make, Evaluate projects throughout the year which will explicitly focus on the prior learning skills required for the units taught in Year 1.</p>					

<b>Links to music curriculum</b>	Charanga	Singing - nursery rhymes and action songs,	Singing – nursery rhymes and action songs. Longer songs plus songs for nativity
	Singing nursery rhymes and action songs.  Listening to music and responding with movement	Small group work: Clapping whilst following teacher – changing tempo  Introduction to playing percussion instruments. Tambourines, drums, maracas, triangles etc.  Varying the tempo (speed) and the dynamics (loudness).	Small group work: Introduce body percussion – follow teacher, vary tempo and combinations of actions.  Compose sound effects to The Gruffalo and Bear Hunt using percussion instruments  Using music, song and dance to tell stories (Gruffalo, We're Going on a Bear Hunt)

<b>Physical Development</b>					
<b>Core Strength and Coordination</b>	During daily happy hands activities children will take part in a range of physical development activities which promote balance, coordination and core-strength e.g. hoop work, yoga and obstacle courses.				
<b>Gross motor skills</b>	Throughout the year during continuous provision opportunities, children have a range of activities to choose from to develop their gross motor skills. Children will also take part in PE lessons each week these will include games, dance, gymnastics and balance bike training sessions.				
<b>Fine motor skills</b>	During continuous provision we provide a range of activities which promote fine motor skills, helping children to develop the tripod grip that they need when holding a pencil to write.				