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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Characteristics or Effective Learning | Playing and exploring - children investigate and experience things, and ‘have a go’.  Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.  Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | | | | |
| Cornerstones Projects | Let’s Explore  *This project teaches children about the different environments that they share with others, including their homes, the school and places in their locality.* | Marvellous Machines  *This interest-led project teaches children about the important technology that is part of their daily lives and how machines help us. The project gives them the opportunity to build and create marvellous machines.* | Long Ago  *This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.* | Ready Steady Grow  *This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and the importance of a healthy, balanced diet.* | Animal Safari  *This interest-led project teaches children about the animals that live all around the world and the importance of caring for our local and global environments.* | On the Beach  *This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sunshine.* |
| Key Texts | Where’s Spot  We’re Going in a Bear Hunt  Harold and the Purple Crayon  You Choose  In Every House on Every Street | You Can’t Take an Elephant on a Bus  Nobot the Robot with no Bottom  Mrs Armitage on wheels  Dot  Webster’s Email  Winnie’s New Computer | Rosie’s Hat  Peepo!  Once there were Giants  Coming to England  Grandad’s Island  The Tiger who Came to Tea | Jasper’s Beanstalk  The Extraordinary Gardener  Oliver’s Vegetables  Handa’s Surprise | The Lion who Wanted to Love  Giraffe’s Can’t Dance  The Lion Inside  Doing the Animal Bop  The Koala who Could  Dear Zoo  Handa’s Hen | Sharing a Shell  Who’s Hiding at the Seaside  Lucy & Tom at the Seaside  Herman the Hermit Crab  Commotion in the Ocean  Tiddler  Somebody Swallowed Stanley |
| Communication and Language | Understand how to listen carefully and why listening is important.  Engage in story times. | Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases  Engage in story times. | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. | Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts. |
| F2 C&L Throughout each term | Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts  Use new vocabulary through the day Learn rhymes, poems, and songs. | | | | | |
| Personal, Social and Emotional Development | See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others. | | Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally. | | Think about the perspectives of others.  Manage their own needs. | |
| Physical Development | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. | Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| PE | Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility. | | | | | |
| Literacy & Phonics  Read, Write Inc. | Set 1 Sounds  Read individual letters by saying the sounds for them. | Learning to Blend  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Ditties  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words: I, the | Red story books  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Red/Green story books  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s. | Green/Purple story books  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense. |
| Mathematics Mastery | YR Unit 1: Early Mathematical experiences  YR Unit 2: Pattern and early number  YR Unit 3: Numbers within 6  YR Unit 4: Addition and Subtraction  YR Unit 5: Measures - length  YR Unit 6: Shape and sorting  YR Unit 8: Numbers within 10 | | Revise Numbers within 10  YR Unit 7: Calendar and time  YR Unit 9: Addition and subtraction within 10  YR Unit 11: Grouping and sharingRevise Unit 11: Grouping and sharing  YR Unit 10: Numbers within 15-focus on depth within 10 for those who are not yet showing ELG knowledge.  YR Unit 13: Double and half  YR Unit 14: Shape and Pattern  YR Unit 15: Addition and subtraction lessons 1-5 | | YR Unit 15: Addition and subtraction lessons 6-10  YR Unit 12: Numbers within 20  YR Unit 16: Money  YR Unit 17: Measures lessons 1-5  YR Unit 17: Measures lessons 6-10  YR Unit 18:  YR Unit 19: | |
| Understanding the World | Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries. | Compare and contrast characters from stories, including figures from the past. | Understand that some places are special to members of their community.  Understand the effect of changing seasons on the natural world around them  Describe what they see, hear, and feel whilst outside. | Explore the natural world around them.  Draw information from a simple map. | Comment on images of familiar situations in the past.  Recognise some environments that are different to the one in which they live. |
| Expressive Arts and Design | Develop storylines in their pretend play.  Explore, use, and refine a variety of artistic effects to express their ideas and feelings | Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups. | Return to and build on their previous learning, refining ideas and developing their ability to represent them | Create collaboratively sharing ideas, resources, and skills.  Explore and engage in music making and dance, performing solo or in groups. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Watch and talk about dance and performance art, expressing their feelings and responses |
| Memorable experiences, visits in and out of school | Sprotborough Library  School nurse | | The History Van | |  | |
| Companion Project | Exploring Autumn | Sparkle and Shine | Winter Wonderland | Signs of Spring | Creep, Crawl and Wriggle | Move it! |
| British Values | Rule of Law  *Collaborate with children to create the rules and the codes of behaviour, for example,*  *to agree the rules about tidying up and ensure that all children understand rules apply to*  *everyone.* | Democracy – Making decisions together  *When appropriate demonstrate democracy in action, eg, children sharing views on what the theme of their role play area could be with a show of hands.* | Democracy Rules – ‘Can we do the Right Thing?’ *Cornerstones project* | Individual Liberty  *Provide opportunities for*  *children to develop their self-knowledge, self-esteem and increase their confidence in their*  *own abilities, for example through allowing children to take risks on an obstacle course, mixing*  *colours, talking about their experiences and learning.* | Mutual Respect and Tolerance  *Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.* | Mutual Respect and Tolerance  *Share stories that reflect and value the diversity of children’s experiences* |
| Celebration Opportunities & Key Dates | First Day of Autumn The Nativity  Halloween Bonfire Night  Diwali Remembrance Day | | Mothers Day First Day of Sring  Garden Birdwatch Week World Book Day  Chinese New Year Comic Relief  Easter | | Father’s Day World Bee Day  Sports Day Transition  What’s Happening in the News – Picture News | |