

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	I am here!	I am in darkness	I am at home here and far away	I am in the ocean now and in the past	I can see other things have grown and changed	I can go on lots of bears picnics
Key Events	Black History Month	Remembrance day	Holocaust Memorial Day	World Book Day	The Queen's Birthday	Father's Day
	National Poetry Day	Anti-bullying week	Internet Safety Day	Red Nose Day	Ramadan Eid	
	Diwali	Hanukah	Chinese New Year	Mother's Day	St George's Day	
	Harvest Festival	Christmas	Shrove Tuesday	Easter		
	Rosh Hashanah					
Experience	Transition visit to local laundrette	Visit from Lancashire owl and hawk trust. Christmas performance Library visit	Bus trip around shaw. Chinese new year event.Runway Visitor Park	Parent and baby visit. Fishmonger visit. Easter egg hunt. Egg rolling	Visit from zoo lab. Local park visit.	Sports day. Police officer visit. School trip.
Ambition		s				
Parental Engagement	Parents meet during staggered entry.	Parents group. Parental interests.				
Possible texts	All join in (poetry) Rosie starts school. The ginger bread man. Little red hen. The scarecrow who didn't scare. Funny bones. Messy Martin.	Room on the broom. Owl babies. Peep inside nighttime. Look upWhatever next. How to catch a star by Oliver Jeffers. Zim Zam Zoom (poetry). Aliens love	Where is the dragon? Who's at the door? The three little pigs. Fun and firecrackers. Runaway wok. Can Function. Naughty bus. This is the house that Jack built (poem) There was a princess long ago.	The boy prince. Good baby, bad baby. Whale gets stuck. Shark in the dark. Commotion in the ocean. Samsons titanic journey. My whale watching trip. SSSnap Mr shark (poetry). The fish who could wish.	I want that pet. Jack and the beanstalk. Mad about minibeasts. Rumble in the jungle. The ark that noah built. A butterfly is born. We are going on	Goldilocks and the three bears. Going on a bear hunt. Where's my teddy? (+ sequel) It's the bear. Bears, bears and more bears. Emergency who helps us on the

	Bringing the rain to kapiti plan	underpants. Hoot owl. Aladdin story. Here come the aliens.			a lion hunt. A is for Africa.	street. Burglar Bill.
Communication and language	Settling in. Talk about own experiences e.g families. Begin to talk about feelings. Play listening game. Follow instructions linked to new routines e.g tidying up. Join in rhymes/stories. Introduce book talk. Role play/puppets related to stories. Develop vocabulary. Vocabulary tree. Catch the word. Role play-cafe,laundrette, farm shop (outdoors) Show and tell. Wellcomm-assessment. BLAST interventions. Model talk	Wellcomm. Masks/puppets. Role play, BLAST. Book talk-retelling stories. Begin to talk simple sentences-writing link-develop vocabulary from stories. Vocabulary tree. Catch the word. Act out stories. Masks/puppets. Role play areas. Cave (outdoors)Space rocket. Begin to form questions for visitors-Owl Trust.Join in learning rhymes,poems nad songs (Christmas).	Develop vocabulary from stories. To develop speaking in sentences (writing) Retell stories. Ask questions from stories events. Describe other places e.g.Polar land. Role play China House and building site. Describe events e.g.Chines New Year. Learn rhymes, poems and songs. Talk about feelings actions-P.S.E	Speech interventions.Act out stories. Develop vocabulary word tree.Describe events familiar and in the past. Role play Baby Clinic, Submarine and Titanic (outdoors) Develop sentences links to writing. Ask questions to find out more. Articulate life cycles e.g frogs. Recite poems, stories and warm up rhymes.	Vocabulary from stories, non fiction and events. Vocabulary tree. Engage in discussions. Ask questions. Describe things and events in detail e.g minibeast hunt.Zoo lab. Respond to drama experiences e.g Rev Salts visit. Hot seating in role. Past/present talk. Talk about similarities and differences. Connect ideas.	Vocabulary from stories/events.Word tree. Retell stories. Non fiction books. Learn to recite poems/songs. Talk in full sentences. Talk about similarities and differences. Describe events in detail. Talk about experiences from the school year. Connect ideas. Questions for visitor e.g Police Officer visit.

	routines 'Good morning, How are you.'					
<b>Personal, social and emotional</b>	3D PSHE Hygiene and toilet routines. Introduce to snack, fruit and milk. Healthy school dinners. Farm shop. My body-how it works-exercise, warm up and physical.	3D PSHE Hygiene and toilet routines. Snack, fruit and milk. Healthy school dinners. Farm shop. My body-how it works-exercise, warm up and physical.	3D PSHE Hygiene and toilet routines. Snack, fruit and milk.. Healthy school dinners. Farm shop. My body-how it works-exercise, warm up and physical.	3D PSHE Hygiene and toilet routines. Snack,fruit and milk. Healthy school dinners. Farm shop. My body-how it works-exercise, warm up and physical.	3D PSHE Hygiene and toilet routines. Snack,fruit and milk. Healthy school dinners. Farm shop. My body-how it works-exercise, warm up and physical.	3D PSHE Hygiene and toilet routines. Snack,fruit and milk. Healthy school dinners. Farm shop. My body-how it works-exercise, warm up and physical.
<b>Physical</b>	Fine Motor Playdough. Threading. Cutting. Tweezers. Pegs linked to laundrette. Range of construction toys. Draw lines and circles. Using gross motor movements. Letter formation linked to R.W.I. Knives,forks and spoon lunchtimes.Mud	Fine Motor Playdough.Threading. Cutting. Tweezers. Christmas crafts. Use of magnet kits.Torches (space) Structured draw,write and copy tasks. Teach and reinforce correct letter formation.Zips on coats. Octon/space.	Fine Motor Playdough.Threading.Cutting.Weaving. Forming correct letters. Tweezers sorting loose parts. Free drawing. Construction linked to house tools.	Fine Motor Threading.Cutting.Playdough.Planting bulbs/tools.Wider range of paint brushes. Form recognisable letters.	Fine Motor Cutting.Weaving Playdough.Small tweezers. Minibeasts. Letter formation developed continually. Cut along straight lines,circles and curved lines. Clay work tools.	Fine Motor Threading.Cutting . Weaving. Form letters correctly. Make more detailed drawing of animals. Colour inside lines. Smaller linking blocks. Lego.Clay work tools.

	kitchen.Paintbrush. Changing shoes/socks.					
English	<p>Following school Read, Write Inc Phonics program</p> <p>Demonstrate what has been read to them. Retelling stories and narratives using their own words. Anticipate key events in stories. Use and understand newly introduced vocabulary. Write recognisable letters, most of which are correctly formed. Read individual letters by saying the sounds for them. Blend sounds into words. Form lower case letters correctly. Read a</p>	<p>Following school Read, Write Inc phonics programme</p> <p>Demonstrate what has been read to them. Retelling stories and narratives using their own words. Anticipate key events in stories. Use and understand newly introduced vocabulary. Write recognisable letters, most of which are correctly formed. Read individual letters by saying the sounds for them. Blend sounds into words. Form lower case letters correctly. Read a</p>	<p>Following school Read, Write Inc phonics programme</p> <p>Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recogniseable letters, most of which are correctly formed. Use and understand new vocabulary. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences of made up words with known letter-sound correspondences and where necessary, a few common exception words. Spell words by identifying the sounds and then writing the sound/letters.</p>	<p>Following school Read, Write Inc phonics programme</p> <p>Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recogniseable letters, most of which are correctly formed. Use and understand new vocabulary. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences of made up words with known letter-sound correspondences and where necessary, a few common exception words. Spell words by identifying the sounds and then writing the sound/letters.</p>	<p>Following school Read, Write Inc phonics programme</p> <p>Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recogniseable letters, most of which are correctly formed. Use and understand newly introduced vocabulary. Re-read books to build up their confidence in word reading, their fleuncy and their</p>	<p>Following school Read, Write Inc phonics programme</p> <p>Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recogniseable letters, most of which are correctly formed. Use and understand newly introduced vocabulary. Re-read books to build up their confidence in word reading, their fleuncy and their</p>

	correctly. Read a few common exception words.	few common exception words.			their understanding and enjoyment. Write short sentences with words known as letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.	understanding and enjoyment. Write short sentences with words known as letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.
	Numblox incorporated	Numblox incorporated	Numblox incorporated	Numblox incorporated	Numblox incorporated	Numblox incorporated
Maths	Just Like Me! Subtising Cardinality,ordinally and counting Composition Comparison Baseline assessments. Number 1-5. Count objects, recognise the number and write the number. Count out objects from a larger group. Compare two lengths.	Light and Dark and Consolidation Subtising Cardinality,ordinally and counting Composition Comparison Mastery project supported by White rose maths themes Alive in5! Growing 6.7.8	Mastery project supported by White rose maths themes Alive in5! Growing 6.7.8	Building 9 and 10 and Consolidation Subtising Cardinality,ordinally and counting Composition Comparison mastery project suported by White rose Maths themes Building 9 and 10 consolidation	Mastery Project suported by White Rose Themes to 20 and beyond First,then ,now	Find My Pattern and On The Move Subtising Cardinality,ordinally and counting Composition Comparison

World	<p>Talk about ourselves - similarities, differences in new class, hair colour/skin types. Draw attention to new immediate environment - classroom area in and outdoors. Look at aerial map of school setting. Visit to local laundrette. Name streets, Salts, Glebe, Alfred - why? into local history. Introduce senses and how and why we use them. Outdoor farm shop comparing fruit/vegetables. Introduce change of weather/ seas wild area - eg. leaves falling from the same trees. Digging dinosaur bones (from past). Harvest festival compare in other countries. Harvest crop in</p>	<p>Introduce Globe - planet earth extend to other planets, why we can live on Earth/contrasting. No gravity in space - magnets (Earth as magnet) Exploring magnets. Look at range of nocturnal animals, fox, badger, bats, other owls etc. Owl and Hawk trust visit. "Are all owls nocturnal?" Dark nights BST ends. Explore torches, shadow puppets/play. Light colour/mixing transparent, translucent opaque (investigative area). Exploring different rocks - link moon rocks. Halloween festival, how we celebrated. Why we have bonfire night, guy fawkes story, act out. Compare light sources. Fire in</p>	<p>Role play castle, constant life in time of knights, castles and ? Houses and homes around the world. Compare natural and man made materials for houses. Circular bus trip around Shaw. Map and landmarks in our area. Naughty bus. London land marks. Create story maps for 3 little pigs. Using texts, video clip etc. Explore polar habitats. Why a polar bear and penguin would never meet. Inuit people - lives. Compare polar regions with our environment using texts, video clips. Compare life in China, similarities/differences. Compare size China/UK. Geographical and population. Explore Chinese culture - food, music, dance, red, fish etc. China role play. Why and how people celebrate Chinese new year. Explore Panda's (small world) endangered species, why?</p>	<p>Week - theme. Frogs growing/changing. Contrast (amphibians lifecycle) How we grown and change. Human lifecycle. Frogs visit. Contrast frogs in our area with others. Babies. Visit parts of the world. My history how I have changed - baby photos. My family changes. Plant bulbs for mothers day. Signs of spring in wild area, buds draw trees. Find oceans/seas on Globe. Compare sea creatures, fish and mammals (whales). Visit fishmonger, handle observe types of fish, how they move, how they breathe. Freeze fish in ice - how to rescue. Titanic. Act outdoor role play. Look at a black and white photo, artefacts, menus. Telegraph machine. Clothes 1912. Rich and poor in the past. Name historical character Captain Smith, Lord and Lady Aston. Plot Titanic journey on Globe. Easter tray. Christian symbols cross. Compare culture EG. East Europe egg decorating, tapping easter egg. Hunt wildlife area, create map.</p>	<p>Observation of Pets. How are they some/different. Draw pets. Minibeast hunt in wildlife area, comparing/contrast which is an insect. Draw minibeasts we have found. Grow caterpillars. Zoolab visit to contrast minibeasts from jungle rainforests. Ramadan/Eid, special theme. Muslim children share prayer culture. Stories. Activity tray with artefacts to explore. Look at map of Africa. Find jungle/desert. Contrast and animals that live there.</p>
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	<p>garden. Invite year 1 to share who planted them.</p> <p>Investigative area/shells.</p>	<p>dark cave. Guy Fawkes lamp. Big birthday lamp.</p> <p>Explore magnets - no gravity on the moon.</p>				
<b>Religious Education</b>	What is so special about our wonderful world?	Why do Christians celebrate Christmas?	Which times are special and why?	Why is Easter important for Christians?	Why are some places special?	
<b>Expressive Arts and Design</b>	<p>Music session, Miss Davies.</p> <p>Listening games, introducing handling and naming instruments.</p> <p>Sticky kids movement programme.</p> <p>Learn/perform harvest song.</p> <p>Dances and</p>	<p>Music - Miss Davies. Listen to space, moon walk music with no gravity, star dances. Night time sounds. Recreate with instruments. Nocturnal animal movement sequences.</p> <p>Learn/perform Christmas</p>	<p>Music - Miss Davies. Construct London landmarks. Constructions houses/shelter in and outdoors.</p> <p>Role play building site outdoors.</p> <p>Role play China house. Acting out New year story / puppets. Learn dragon, ribbon, fan dances, Chinese to perform for parents.</p> <p>Explore Chinese music metallic sounds. Movement related to Chinese cooking in wok. Look at art from China. Brush painting/letters, blossom picture.</p>	<p>Music - Miss Davies. Role play - baby clinic, submarine. Titanic (outdoors). Pastels to draw shells. Painting fish. Sea scapes. Wax resist sea shapes. Whale dance movements. Faberge inspiration painted eggs. Learn to dance, jog/waltz as on Titanic.</p>	<p>Miss Davies - Music. Role play - Florist. Vets.</p> <p>Music 100 years ago. Introduce Rev. Salts. Clay work. Minibeast sculptures.</p> <p>Matisse snail as inspiration.</p> <p>Minibeast painting.</p> <p>Instruction</p>	<p>Music - Miss Davies. Teddy bear picnic song.</p> <p>Grizzly bear dance. African music, drum rhythms. Jungle explorer role play. Animal.</p> <p>African art. Make traditional African masks. Planning alternative bear</p>

	<p>compositions. Art, draw themselves and family. Draw emotions/feelings, faces. Look at picasso, mixed up faces, large body art outdoors.</p> <p>Role play cafe. Laundrette, farm shop outdoors.</p> <p>Emotion puppets. Acting out story with puppet master.</p> <p>Negotiate roles.</p>	<p>songs/dance. Polish Christmas songs. Colour mixing. Scraper board pictures - calanders. Build rockets. Aliens. Use tapes/glue. Natural materials. Autumn art leaves (photo frames) colour change.</p> <p>Role play. Carve objects. Space rocket. Acting out class story with puppets/masks.</p>	<p>Inuit music/art. Building large/small great wall. Ballet dance session.</p>		<p>dome, move to create mini beast ball. Painting flowers.</p>	<p>hunt landscapes. Clay animal sculptures.</p>
	<p>Planning in the moment to follow childrens interests.</p>	<p>Planning in the moment to follow childrens interests.</p>	<p>Planning in the moment to follow childrens interests..</p>	<p>Planning in the moment to follow childrens interests..</p>	<p>Planning in the moment to follow childens interests.</p>	<p>Planning in the moment to follow childrens interests.</p>