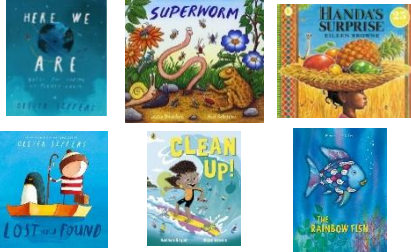
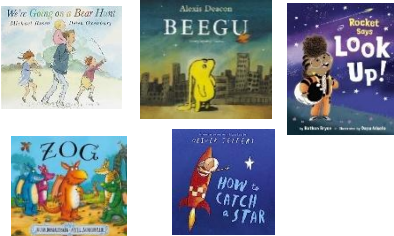


	Autumn 1 Super Me and My Community!	Autumn 2 Let's Celebrate!	Spring 1 Fairy Tales!	Spring 2 Great Growing!	Summer 1 Our Wonderful World!	Summer 2 Adventures and Discovery
Topics/ Themes	All about me, My Super family, My Super Body, How Superheroes stay healthy, Superheroes in our community – doctors, firefighters, police, Diwali	Bonfire night, Remembrance Day, Birthdays, Weddings, Advent, Christmas Around the World, Christmas	The Little Red Hen, The Three Little Pigs, The Three Billy Goats Gruff, The Three Bears, Little Red Riding Hood, Jack & the Beanstalk	What do plants need to grow? What plants are in our environment? What living things are in our environment? Where does food come from?	British animals, minibeasts, cold habitats, hot habitats, ocean	Our planet, space, transport, dinosaurs, pirates
Some of the Key Texts						
Communication and Language	Show and Tell: Tell us about your summer Tell us about your family. Learns rhymes, poems and songs	Show and Tell: What do you celebrate? Learns rhymes, poems and songs	Retelling stories	Asking and answering questions Talking using different tenses	Engaging with non-fiction	ELGs
Personal, Social, Emotional development	The Colour Monster Feelings and emotions What makes me special? Routines and being part of a class	Rachel Bright books: - The Squirrels who Squabbled - The Lion Inside - The Koala Who Could - The Way Home for Wolf - The Whale Who Wanted More NSPCC – Pantasaurus Worrysaurus	The Boy Who Cried Wolf Pinocchio Tortoise and the Hare Stone Soup Town and Country mouse	Tilda tries again Ravi's roar Meesha makes friends Perfectly Norman Don't hug doug	NSPCC – Pantasaurus Road safety Last Stop on Market Street Mine!	Zones of regulation Julian is a Mermaid Love Makes a Family Free-Range Freddy And Tango Makes Three The Cautious Caterpillar
Physical Development-	Dance and drama	Yoga	Gymnastics/ apparatus – rolling, hopping, jumping and moving in different ways.	Gymnastics/ apparatus	Ball skills	Ball skills and sports day practise
Maths	Order events and using language to order events (morning, afternoon, first, then, later, today, tomorrow) Use positional language to describe position of objects and follow an instruction. Numbers: 1 to 5 – counting, ordering, one more/one less, comparing, composing, writing numerals, matching numerals to quantities, subitising to 3. Name; circles, triangles, squares and rectangles. Compose and decompose 2D shapes. Identify curved and straight sides in 2D shapes.	Numbers: 6 to 10 and 0 – ten frames, counting, ordering, one more/one less, comparing, composing, writing numerals, matching numerals to quantities, subitising to 5. Match, sort, pair and make sets of objects. Compare size. Copy, continue and create ABAB repeating patterns. Notice errors in repeating patterns.	Numbers: 0 to 10, comparing ordering, composing, identify one more/one less, know number bonds to 5 as addition and subtraction facts. Read and solve addition and subtraction calculations. Compare mass, length and height. Identify 3D shapes and link to real-life objects. Identify which shapes roll and stack. Copy, continue and create ABB, ABC repeating patterns.	Make pairs, count in 2s, understand what twice as many means, represent doubles, know some doubles facts. Share objects equally, make equal groups, understand that numbers are either odd or even. Know some bonds to 10. Describe and compare capacity.	Understand the inverse relationship of addition and subtraction facts to 5, know addition and subtraction facts to 5. Count in 10s. Count, build, read and write numbers 11 to 20. Recognise patterns when counting beyond 10. Count beyond 20. Read, write and solve addition and subtraction calculations	Counting in 2s, 5s and 10s. Recognise coins up to 10p. Add a small group of coins. Read, write and solve addition and subtraction calculations within 20.
Literacy	Daily phonics sessions – Phase 2 Writing initial sounds of words.	Daily phonics sessions – Phase 3 Writing initial sounds of words.	Daily phonics sessions – Phase 3 / Phase 4	Daily phonics sessions – Phase 4 Lists and Captions	Daily phonics sessions – Phase 5 ELGs	Daily phonics sessions – Phase 5 ELGs

	Name writing Writing CVC words	Writing CVC words Writing lists and labels	Lists and Captions Sentences Recipes Retelling stories	Labels Sentences		
Understanding the World- History/ Geography	How have we changed? How are we different to adults? To talk about my family To talk about where I live Observe and compare changes in seasons To draw information from a simple map Historical figures – Mary Seacole, Wilma Rudolph, Malala Yousafzai	Important events in the past How festivals are celebrated in different countries. How life differs in different countries To draw information from a simple map Bonfire Night Remembrance Day Birthdays around the world St Andrew’s day Weddings Advent/Christmas Nativity	Talk about members of family and their local community To be able to observe and discuss weather To be able to identify features on a story-based map Features of a castle – fairy tales The Little Red Hen, The Three Little Pigs, The Three Billy Goats Gruff, The Three Bears, Little Red Riding Hood, Jack & the Beanstalk	Compare life now to in the past – link to Burwell shops and farming To be able to compare and discuss the seasons To be able to observe and discuss weather What do plants need to grow? What plants are in our environment? What living things are in our environment? Where does food come from?	To know we live in a country called England To be able to compare hot and cold places To know that people live in different types of homes To compare and contrast characters British animals, minibeasts, cold habitats, hot habitats, ocean	To be able to use fictional and basic real maps to identify land and bodies of water To be able to compare hot and cold places Understand the past through characters, settings and events Our planet, space, transport, dinosaurs, pirates
Understanding the World- Science	Healthy food Body parts – senses Seasonal change – Autumn	Seasonal change Changing states of matter – melting chocolate and melting / freezing ice	Seasonal change	Seasonal change Identifying trees and plants in our environment Growing plants Name living things in our environment	Seasonal change Nocturnal animals Sorting animals by their habitat	Seasonal change Floating / sinking Pushing / Pulling
Understanding the World- RE	Special people from different religions	Celebrations and festivals in different religions	Artefacts/ special objects in different religions	Celebrations and festivals in different religion- Easter, Purim, Saints Days, Holi	Special stories from different religions	Special stories from different religions
Expressive Art and Design- Art/ DT	Henri Matisse – Paper Collage Drawing skills	Drawing skills 1. How to hold a pencil 2. Pencils 3. Felt tips. 4. Pastels and chalk 5. Crayons (watercolour) 6. Different surfaces and materials. 7. Exploration	Sculpture (junk modelling) skills 1. Different types of materials 2. Design 3. Joining 4. Joining 5. Make 6. Review/ gallery - junk model mythical creature	Textiles/ collage skills 1. Looking at and recreating patterns 2. Cutting with different scissors and along different lines .3. Exploring different materials 4. Natural resources 5. Texture 6. Exploration - collage food/ plant/ picture from story	Sculpture (Clay) skills 1. Clay techniques 2. Clay techniques 3. Plan 4. Make 5. Paint 6. Review/ gallery - Clay sculpture of an animal/ mini-beast	Art from around the world- exploring colour, pattern, texture, line, shape, form and space Exploration of skills learnt so far - Different country and art style each week
Expressive Art and Design- Music	Phase I phonics- listening, rhythm and rhyme, voice sounds, environmental sounds, body percussion. Sing a repertoire of nursery rhymes. Learn Jack and Jill, Hickory Dickory Dock and Hey Diddle Diddle. Identify and perform body percussion rhythms. Move and respond to different sounds.	Phase I phonics- listening, rhythm and rhyme, voice sounds, body percussion. Learn and perform Nativity songs. Watch pantomimes and ballet performances. Talk about thoughts and feelings in response to what they have seen and heard.	Listening and appreciating: Mozart’s The Magic Flute. Listen attentively and talk about the sounds that instruments make using a wide range of vocabulary. Identify loud, soft, high, low, fast and slow music. Begin to express thoughts and feelings in response to what they have heard. Move to music. Explore different Instruments.	Identify and perform a steady pulse. Repeat patterns and play a different rhythm. Learn and perform Easter bonnet parade songs.	Identify and perform a steady pulse. Repeat patterns and play a different rhythm. Represent sounds pictorially. Compose and perform a rhythm using instruments to make a range of sounds.	Represents sounds pictorially to make a sound map for “We’re Going on a Bear Hunt”. Play instruments with increasing control to create a soundscape for “We’re Going on a Bear Hunt” class performance using instruments to make a range of sounds. Listen attentively, move to and talk about Mars and Venus music from the Planets suite, expressing feelings

			Play (percussion) instruments with increasing control to express their feelings and ideas to make a soundscape for The Three Little Pigs.			and responses. Watch orchestral performances of Mars and Venus. Compare and contrast the two pieces using a range of vocabulary including: fast, slow, high, low, loud, soft. Move to the contrasting pieces of music. Compose and record pictorial representations of rhythms to create a dinosaur song.
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