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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Myself & My Changing World** | **Living and Growing** | **Journeys** |
| **Topic** | All About My World | Human Senses | Animals | Plants | Vehicles | Journeys |
| **Big Question / Idea** | How is my world changing? | How do we learn about the world? | What do animals need to survive? | What do plants need to grow? | Why do we need vehicles? | Where would you like to go? |
| **Fingerplays / Poetry** | *Even My Ears are Smiling by Michael Rosen* | My senses My eyes I like  | *Incy wincy spider*Animal poetry Old MacDonald | The Booktime Book of Fantastic First Poems & Walker Book of First Rhymes  | *Twinkle twinkle chocolate bar*This old man  | *Good bye poem**Children of the world* |
| **Fiction****Storytelling** | ***The Little Red Hen*****Lazy Ozzie** | ***Cookies Week******The First Christmas*** | ***Finding a friend-TFW pg.*** ***The Three Little Pigs*** | ***Jack and the Beanstalk******Easter Story*** | ***Mr Gumpy’s Motorcar******Gingerbread man*** | ***Mr Wiggle/Mr Waggle******How to catch a star (abridged)*** |
| **Read aloud text(s)** | ***Little Rabbit Goes to School******Rosies Walk******Handa’s Surprise******Farmer Duck******The Thing that Bothered Farmer Brown******The Shopping Basket******Six Dinner Sid*** | Owl BabiesOliver in the GardenThis Way Little BadgerThe Very Noisy NightThe GruffaloThe Gruffalo’s ChildChristmas Story Books for the last two weeks | The Three Billy Goat’s GruffLittle Red Riding Hood The Three Little PigsThe Little Wolves and the Big Bad PigWolf Comes to TownWhat’s the Time Mr Wolf | A Seed in NeedThe Tiny SeedGrampa’s GardenThe Hungry CaterpillarTree by Britta Teckentrup *(SJae)*The Something by Rebecca Cobb *(SJae)* | *Mr Gumpy’s outing**Tortoise and the Hare* *Ducks Day Out**Rosie’s Hat* *Room on a broom (SJae)**Bee by Britta Teckentrup**(SJae)* | *Sea by Britta Teckentrup (SJae)**Little Polar Bear (SJae)**Under the same sky(SJae)**The Alien and Me(SJae)**Begu**UFO Diary (SJae)**The way back home* |
| **Non-Fiction****Writing Activities** | **Labels:** Our Family**List:** shopping list**Instructions:** Making Bread | **Informational Texts**:HearingWhen I EatMy BodyNight and Day | **Informational text:** Ourselves and Other AnimalsNF Books on animals | **Instructions**How to books Recipe booksBooks on Growing plants/flowers  | Ships and Boats Planes and HelicoptersWheels and CranksRamps and WedgesWheelsCars and Trucks | Road signs, mapsMap symbols Pirate info booksNF books on Space & Planets.  |
| **Writing Outcomes** | Writing Our NamesLabelling Pictures | Recount – events in our lives | A collective report on wolves | Bean Diaries | Vehicle design and features | Letters/postcards from a journey  |
| **Phonics** | **Phase 1:**Aspects 1-7 (one aspect a week as a warm up for whole class)**Phase 2:**Set 1-3Read phase 2 tricky words | **Phase 1:**Aspects 1-7 (one aspect a week as a warm up for whole class)**Phase 2:**Set 4-6 and revise previous sets.Read & write phase 2 tricky words | Phase 1:Aspects 1-4, 5-7(whole group)Revise phase 2Begin Phase 3 Consonant digraphs | Phase 1:Aspects 1-4, 5-7(whole group)Phase 3 Vowel digraphs:ai, ee, igh, oa, oo | Phase 1:Aspects 1-4, 5-7(whole group)Phase 3 Revise Spr. 2 digraphs Vowel digraphs:ar, or, ur, ow, oi | Phase 1:Aspects 1-4, 5-7(whole group)Phase 3 Revise all vowel digraphsMA: Vowel digraphs:Ear, air, ure, er |
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| **Song** | *Dingle Dangle Scarecrows**Leaves Are Falling* | I have 10 little fingersChristmas carolsLittle Donkey | Ants go marchingKookaburra | *A tiny seed* Sunshine, showers and rainbows | *Pile of tin* *Wheels on the bus* | *Somewhere over the rainbow* |
| **Music / Movement** | *Music Express**‘special people’ pg. 8-18**Beat and tempo**(Psed linked)*  | *Music Express**‘Our Senses’ pg. 68-78**Creative development* | Carnival of the AnimalsSaint Saens  | Music ExpressGrowth and change pg. 56-66(linked to PD)  | Music ExpressMoving patternsPg. 32-42(Linked to maths) | Music ExpressGoing places pg. 20-30(Linked to C & L) |
| **P. E.**  | Physical Development: Baseline Assessment Activities | *Gymnastics:**Stretches and body shapes* | *Movement**Animal movements**Dinosaur Romp* | Physical Development: Assessment Activities | *Catching and throwing balls* Team gamesBall games | AthleticsRunning and jumping |
| **Maths Activities** | **Baseline testing**Numbers and Patterns: Phase 2: Recognise numbers of personal significance(birthdays chart)Count forward and backward 1-5Recognise, say and identify numerals 1-5Order numbers 1-5SSM: use mathematical names for 2D (flat) & 3D (solid) shapesPositional language such as: ‘behind,’ or ‘next to.’  | Numbers and Patterns: Phase 3: Count forward and backward 1-10Recognise, say and identify numerals 1-9Order numbers 1-91 more to 10SSM: selects a particular named shape, Orders objects according to length, height, weight, capacity. | Numbers and Patterns: Phase 4: Counting forwards and backwards 1-20Recognise, say and identify numerals 1-9 and beyondOrder numbers across 10s boundary (8-11)Introduce zeroSSM: Uses familiar objects and shapes to create patterns and build models (animals)Recognise, create and describe patterns.Orders and sequences familiar events | Numbers and Patterns: Phase 4/5: 1 more 1 less within 20Recognise and continue patterns linked to numberOrdinal numbers (calendar)Compare sets of up to 20 objects, using language of more or fewer.SSM: Measures time in simple ways. Uses everyday language related to time, money.  | Numbers and Patterns: Phase 5: Count forwards in twos, fives or tensEstimate a number of objects and then check by countingRemove a smaller number from a larger and find out How many are left by counting back from the larger number. SSM: Explore characteristics of everyday objects and shapes and use maths language to describe.  | Numbers and Patterns: Phase 5/6: Say the number before and after a given number to 20 (then 30)Recognise, say and identify numerals to 30 (phs 6 – Y1) Count forwards and backwards within the number sequence 0 to 100(phs 6 – Y1) SSM: Language to talk about, compare and solve problems relating to: size, weight, capacity, position, distance, time and money. |
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| **Understanding the World Activities** | -Forest School  -Trace bodies and label body parts-Look in mirrors and identify parts of the facePlanting Autumn bulbsWeeding the garden-Raking leaves | Remembrance DayBonfire NightChristmas traditionsSenses experiments. | -Make a bird feeder-Ice explorations-Making animal habitats-changing seasonsWatch Zoo cams | Plant vegetable and flower garden  Discuss flowers planted as bulbs last Autumn  Notice changes of the season (winter to spring)   | Design and build our own vehicles (Junk modelling)  Boats that float or notPaper airplanesVisit a local garage   Fire Fighters visit with their engine. | Treasure/journey maps  Similar/differences between home and places around the world.   Create a ‘seascape’ in the sand pit. Discuss what would be found.   |
| **Expressive Arts & Design Activities** | -Self-portraits-Handprint paintingsLeaf rubbing/printingLeaf collagesStick, conker and dough sculptures-Family paper dolls | Christmas crafts-make ornaments-Gingerbread cookiesRubber band instruments-Make instruments from junk | House building (three pigs) Making zoos Snowmen creations-Paper snowflakes‘let it snow’ magic-Valentine’s Day cards | Design a flower and/or vegetable garden.  Learn/create spring dances  (i.e. maypole)  Mothers Day cards  | Role-play as a class journeys in different vehicles (train, plane, bus)  Create a ‘sound’ poem using the different noises vehicles make.    | Become pirates for a day. Where would we sail? Create story around a treasure map.  Make Rocket ships (or boats) & have a rocket (or boat) show.   |

These are just some of the activities we will be doing when exploring on these topics. We are guided by the children’s interests and we never know where that may take us. We will provide a curriculum outline every short term explaining our topic and some suggestions for how you can help your child at home.

Albert Einstein - “I never teach my pupils. I only attempt to provide the conditions in which they can learn.”