



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Feelings and Belonging	Let's Celebrate	Amazing Me!	Growing	Animals Inc. Minibeasts	The Land and the Sea
Themes	Feelings Diversity People Who Help Us Halloween	Bonfire Night Diwali Christmas	New Beginnings Where does our food come from? Healthy Living Chinese New Year Shrove Tuesday	Plants When Our Parents Were Younger	Animals in our Local Environment Animals from Far Away Minibeasts Dinosaurs	Pirates Sea Creatures England-London Kenya
Books (Comprehension)	The Colour Monster Elmer Big Feelings Ravi's Roar All Are Welcome We Are All Neighbours Splash Coming to England Our Skin Room on the Broom Non- Fiction texts identifying feelings and differences.	Little Glow The Leaf Thief The Best Diwali Ever Dipal's Diwali Stickman The Gingerbread Man Father Christmas Needs a Wee Non- Fiction texts about Diwali, Bonfire Night and Christmas	Lanterns and Firecrackers Supertato Oliver's Vegetables All the Nonsense in my Teeth Non- Fiction texts about Chinese New Year, and Healthy Living. Mr Wolf's Pancakes	Jasper's Beanstalk Jack and the Beanstalk Oliver's Vegetables The Tiny Seed The Little Red Hen Sam Plants a Sunflower Titch Non- Fiction texts about plants. Dogger Mog Burglar Bill Not Now Bernard Non- Fiction texts about the 1980's. 90's	The Very Hungry Caterpillar What the Ladybird Heard The Very Lazy Ladybird Mad About Minibeasts Spinderella The Very Busy Spider Spider Sandwiches The Crunching Munching Caterpillar Superworm Dinosaurs Love Underpants Harry and his Bucket of Dinosaurs Non- Fiction texts about minibeasts and dinosaurs.	Pirates Love Underpants The Snail and the Whale Commotion in the Ocean Tiddler The Rainbow Fish The Lighthouse Non- Fiction texts about the seaside, sealife, life in different countries and atlases.
Vocab (Speaking)	Vocab linked to emotions Same, similar, different Respect Value Religion disability	Festival Religion Celebrate Diva Lamps Rangoli Temple Advent	Plants, animals, ingredients Healthy Nutrition Protein, Carbohydrates etc Balance Cavity Gums Exercise	Grow Seed Sunlight Conditions Time lapse Plant Living	Insect Arachnid Mollusc Life Cycle Antennae Dinosaur names Carnivore, Herbivore, Omnivore. Fossil Skeleton. Past Extinct	Local/ near Far Sea/ ocean Land Features Culture Compare Name of landmarks
PSED	Me and my relationships	Valuing differences	Healthy Living: Healthy bodies, Medicine Safety	Growing and Changing	Building resilience	Rights and Respect

(Self-regulation, Managing Self, Building Relationships)	Valuing differences		New Beginnings			
Forest Time (The Natural World)	Forest rules including safety- Risk assessment focus of general Forest use. Colour Pallets Signs of Autumn	Fire Pit, Fire Safety Stickman Designs Decorating the Forest	Tools- potato Peelers with bamboo- gloved non- tool hand	Growing Beanstalks- Using Tools Flower Smashing	Minibeast Hunt Minibeast hotel building	Recycling Pollution of the land and the water
Visitors/Trips	Meet key people from around school		Theatre Trip	Parent Visitor to Interview		Twycross Zoo
Adult Lead Writing (Writing)	Letter Formation	CVC Words	Simple Sentences	How to grow a Plant- simple instructions Jasper's Beanstalk- simple retell The Little Red Hen- Sequence and simple retell	The Very Hungry Caterpillar Sequence and Retell My Superbug- A description	London Landmark's- I can see... Sentences describing the fruit in Handa's Basket.
Phonics (Word Reading)	Little Wandle Progressive Scheme					
Mathematics (Number and Numerical Patterns)	Order objects relating to size and length, focusing on ordering from smallest to largest and vice versa. Talk about and identify patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Show finger numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match up to 5. Subitise to 3. Link the number symbol (numeral) with its cardinal number value up to 5. Talk about and explore 2D shapes using informal and mathematical language: sides, corners, straight, flat, round. Understand position through words alone, for example, 'The bag is under the table.' Compare quantities using language: 'more than', 'fewer than.' Describe a sequence of events, real or fictional, using words such as 'first, 'then'...		Make comparisons between objects relating to size, length, weight and capacity Count objects, actions and sounds up to 10. Subitise to 5. Link the number symbol (numeral) with its cardinal number value up to 10. Compare numbers to 10 using the vocabulary more than, less than, fewer than and equal to. Count beyond, recognising particularly the patterns within the number system to 20. Explore the composition of numbers to 10, focusing firstly on the composition of numbers to 5 before extending onwards. Understand the 'one more than / one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop special reasoning skills. Compose and decompose shapes so that children recognise a shape can have shapes within it, just as numbers can. Explore basic 3D shape names and why some shapes have more of a purpose than others within context (e.g., a house would benefit from a shape with a flat face on its bottom, wheel would need a curved face).		Create, copy and continue repeating patterns with varying rules including AB, ABB, ABBC etc). Automatically recall (without reference to rhymes, counting or other aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubles facts. Verbally count beyond 20, recognise the pattern in the counting system. Compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. Share a set number of items between a given number. Using equipment where required, children add and subtract to and from numbers up to 10, recording their calculations.	
History (Past and Present)	Sequencing our day using our class routine chart. Introduce the Learning Journey Wall.	How was Christmas celebrated a long time ago?	Has Burntwood always looked this way?	When Our Parents Were Younger- comparison of then and now.	Which animals are extinct? Dinosaurs, megalodons etc.	

Geography (People, Culture and Communities)	Explore the school environment- make a map of the grounds and identify the physical features.	Where is the North Pole? Why is it so cold there? Draw a map to show Stickman's journey: why did the weather change so much? (passing of time),	Where do I live? Where is Burntwood and what can we find here? Explore human and physical features.	Which plants grow here? How did my banana get here? Identify the whereabouts of different grown foods from a world map.	Using a map of the world, plot where different animals are from. Where have different dinosaur skeletons been found?	Identify the countries of the UK and name the country we live in. Identify our capital city and name its landmarks. Compare the life, climate and features of Kenya with England.
Science (The Natural World)	Observing and discussing seasonal change Observing and discussing seed dispersal	Observing and discussing seasonal change	Observing and discussing seasonal change How can we melt ice? Can we reverse this change? How? Why does it snow?	Observing and discussing seasonal change Growing plants- what plants need. Comparing plants in our environment	Observing and discussing seasonal change Why do we need to wear sunscreen and hats? What are fossils?	Observing and discussing seasonal change Comparing contrasting environments. Is the weather hot all over the world right now?
D.T (Creating with Materials)	Introducing tools in the environment- playdough tools, one handed hole punchers, scissors and the purpose of the different pairs, paper compared with card.	Design and create a diva lamp. Create Christmas cards.	Introducing junk modelling and the use of masking tape to join.	Pop-up flowerpots.	Creating sliding pictures- Whale travelling through an image of water.	Creating a London bus using junk modelling- how is the best way to join our materials? What features should it have?
Art (Creating with Materials)	Introduce colour mixing. Choosing skin shades and collaging human cut outs to mimic clothing.	Create Mehndi designs.	Freida Kahlo inspired fruit headdress drawing designs.	Van Gogh- Sunflowers (Observational drawings)	Create an underwater sea collage using a range of different media.	Which is your favourite piece of artwork that hangs in the London Gallery? Why? Can you create a similar picture?
Music (theme) (Being Imaginative and Expressive)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	Charanga- Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place	Charanga- Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place		Charanga- Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	Charanga- Listen and Appraise. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	
PE (Gross Motor Skills)	Dance		Ball skills, co-ordination and teamwork		The Olympics- Team Games, individual races, competition.	