

Term:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	All about me / Animals	Festivals & Celebrations	Traditional Tales	People Who Help Us	Julia Donaldson	Minibeasts & Plants	
Key Question:	Who am I?	How do we celebrate?	What is your favourite traditional tale?	Who do you call for help?	What Julia Donaldson books have you read?	What might you find in your garden?	
Key Texts (NB: See Literature Spine for linked texts) <div style="border: 1px solid black; padding: 5px; color: red;"> NB: Currently under review as the Reading Spine is developed. </div>	The Worrysaurus (R. Bright) Various PSED stories Peace at Last (Jill Murphy) Owl Babies (Martin Waddell) We're Going on a Bear Hunt (Michael Rosen) Brown/Polar Bear (Eric Carle) Whatever Next! (Jill Murphy) Don't Wake Mr Bear (Jill Newton) <u>Non-fiction:</u> Ourselves / Bears <u>Poetry:</u>	The Owl who was Afraid of the Dark (Jill Tomlinson) Sparks in the Sky (e-book) Dipal's Diwali /Rama & Sita Scarecrow's Wedding (Julia Donaldson) Elmer's Birthday (David McKee) Charlie Crow in the Snow (Paula Metcalf) Dear Santa (Rod Campbell) <u>Non-fiction:</u> Festival / celebration library books <u>Poetry:</u>	Goldilocks + the Three Bears Goldilocks and Just the One Bear (Leigh Hodgkinson) Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood <u>Non-Fiction:</u> Books about linked animals <u>Poetry:</u>	Six Dinner Sid (Inga Moore) The Great Pet Sale (Mick Inkpen) Dear Zoo (Rod Campbell) I'm Afraid your Teddy is in Trouble today (Jancee Dunn) Zog and the Flying Doctors (Julia Donaldson) <u>Non-Fiction:</u> Books about people who help us <u>Book Week:</u> Eric Carle texts <u>Poetry:</u>	The Gruffalo / Gruffalo's Child Zog Room on the Broom Monkey Puzzle Stickman The Snail and the Whale <u>Non-Fiction:</u> Jungle animals; maps of the world; The Ocean <u>Poetry:</u>	The Very Hungry Caterpillar (Eric Carle) Jack and the Beanstalk Oliver's Vegetables (A Bartlett) Teeny Weeny Tadpole (S Cain) The Bad-Tempered Ladybird (Eric Carle) Supertato Stories (Sue Hendra) <u>Non-Fiction:</u> Various minibeast / plant books <u>Poetry:</u>	
	Themes; Interests; Lines of enquiry	Ourselves ♦ Babies ♦ Family ♦ Autumn ♦ Bears ♦ Our Senses ♦ Space ♦ Nocturnal Animals	Halloween ♦ Bonfire Night ♦ Christmas ♦ Diwali ♦ Birthdays ♦ Weddings ♦ Winter ♦ Remembrance Day	In the woods ♦ Bonfire Night ♦ Buildings ♦ Baking ♦ Chinese New Year ♦ Animals ♦ Shrove Tuesday	What do you want to be...? ♦ Emergency Services ♦ Pets ♦ Easter ♦ Spring ♦ World Book Day	Favourite Authors ♦ Dragons ♦ Potions ♦ Jungle Animals ♦ Oceans ♦ St George's Day	Creepy Crawlies ♦ Plants ♦ Life-cycles ♦ Holidays ♦ Food technology ♦ Summer ♦ Superheroes
Experiences	Autumn walk Teddy Bears' picnic Small group visits to the local area	Celebrating Diwali / Christmas / Bonfire night Christmas performance + church visit	Exploring the woods / wildlife area	Visits / Q+A with police, firefighters, nurses, vets. Spring walk Visit to Bingham Library	School Trip: Sherwood Pines Potion making	Caterpillars in class Minibeast / Summer walk Growing seeds / Tasting new fruits / vegetables	
Cultural Capital Enrichment	Art / Artist	William Beard – Dancing Bears (1865) Georgia O'Keefe - poppies	Claude Monet – winter scenes Georgia O'Keefe - poppies	Various animal prints Laurel Burch (Late 1900s)	Cats (Various) Vincent Van Gogh	Axel Schefflar (Illustrator). Animal drawings./ Street Art – David Zinn	Joseph Else (Sculpture of lions in Market Sq - 1929) Andy Goldsworthy
	Music Focus	Nursery Rhymes /	Christmas Carols - Traditional Hindu music	Songs from Disney / Body percussion	Singing / exploring instruments focus	Musical soundscapes linked to stories	Composition – BBC Bring the Noise
	Oral Story	Bear Hunt		Goldilocks & the 3 Bears	Dear Zoo	The Gruffalo	Very Hungry Caterpillar
	Film		The Bear and the Hare (Literacy Shed)			Various – Julia Donaldson animations	
	Technology	Digital images – taking photos	Paint Program (2 Paint a Pic)	Programming - Beebots	Simple City – complete simple programs	Keyboard skills – typing name	Programming - Beebots
Assessments	Reception Baseline Assessments	End of Aut assessments		Spring assessments		EYFS Profile judgements	
Dates / Occasions	19 th /20 th Sept – Talk Like a Pirate Day w.b. 20 th Sept – Recycle Wk Oct – Black History Month Oct – Harvest 7 th Oct – RMI church celebration	3 rd -5 th Nov – Diwali 5 th Nov – Bonfire Night 10 th Nov – World Science Day 14 th Nov – Remembrance Sun... 30 th Nov – St Andrew's (Scot...) Christmas celebrations	26 th Jan – Australia Day 1 st Feb - Chinese New Yr (Tiger) 8 th Feb – Safer Internet Day 4 th -20 th Feb – Winter Olympics (Beijing) 6 th Feb - Platinum Jubilee	1 st Mar – St David's Day (Wales) 3 rd March – World Book Day 17 th Mar – St Patrick's Day (Ire) 19 th March – Anti-bullying day 27 th March – Mothers' Day Easter Celebrations	23 rd April – St George's Day (England) 3 rd May – Eid al Fitr (end of Ramadan) 17 th May – International Dinosaur Day	19 th June – Fathers' Day	

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PRIME: Communication and Language							
Listening, Attention & Understanding Speaking	Key Knowledge & Skills (What?)	Understand how to listen carefully and why listening is important. Engage in story times, showing interest in particular stories. Develop social phrases, as part of our everyday routines.	Ask questions to find out more and to check they understand what has been said to them. Engage in story times, joining in with the repeating parts. Explore non-fiction books found in the environment, e.g. farm book in small world, and those chosen for a particular purpose (e.g. Diwali).	Articulate their ideas and thoughts in well-formed sentences. Offer explanations for why things might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Talk in role as the different characters in their role play.	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 selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	Listen to and talk about stories to build familiarity and understanding. Talk in role as the different characters in their role play, taking turns in conversation when acting out a narrative.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Offer explanations for why things might happen and ask questions to clarify understanding.
	Overarching	The statements above have been split for extra focus but all will apply throughout the year, in addition to: ♦Learn new vocabulary. ♦Listen carefully to rhymes and songs, paying attention to how they sound. ♦Engage in story time. ♦Use new vocabulary through the day. ♦Use new vocabulary in different contexts. ♦Learn rhymes, poems, and songs.					
	How?	Name games / MITYT 5-a-day / Story vote	Intro Show + Tell (home link) Favourite book box	Science based investigations	Ask / answer questions to outside visitors (police, fire service etc).	Rhyme	Transition activities
	Ongoing	Show & Tell (from Aut 2). ♦ Storytime: 5 a day ♦ Answer 'how' / 'why questions about their experiences & in response to stories ♦ Vocabulary focus: word wall/Chatterbox					
PRIME: Personal, Social & Emotional							
Self-Regulation Managing Self Building Relationships	Set Units	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Goals and Dreams	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
	Key Knowledge & Skills (What?)	I understand how it feels to belong and that we are similar and different. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what responsible means.	I understand the rights and responsibilities as a member of my class/within our learning charter. I know my views are valued and can contribute to the learning charter (agreed set of rules / behaviours). I can recognise the choices I make and begin to understand the consequences.	I can identify some of my hopes and fears this year. I recognise when I feel worries and know who to ask for help. I understand the rights and responsibilities for being a member of my class and am beginning to understand my responsibilities towards the environment. I can listen to other people & contribute my own ideas. I recognise the choices I make and understand the consequences.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings & consider the feelings of others. I can put my coat on /off and change my shoes for PE.	Identify and moderate their own feelings socially and emotionally. Manage their own needs. Talk ways we can keep ourselves healthy, including eating a healthy diet and good oral hygiene. I can do the zip up on my coat and get changed for PE with support	Think about the perspectives of others. Show resilience and perseverance in the face of challenge. I can get changed for PE independently.
	Overarching	The statements above have been split for extra focus, but all will apply throughout the year.					
	How?	Develop class rules / agreed behaviours Focus on toileting / handwashing routines	Celebrating different cultures and traditions – topic focus Firework safety Show + Tell – special me!	Right + wrong / consequences – scenarios from Traditional Tales	Visits from healthcare workers – explore ways to keep healthy, including oral hygiene.	Sun safety	Taking care of living things / our environment Pupil Voice: End of year
Ongoing	Characteristics of Effective Teaching and Learning: ♦ Playing and Exploring (Engagement) ♦ Active Learning (Motivation) ♦ Creating and Thinking Critically (Thinking)						

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PRIME: Physical Development							
Gross Motor Skills Fine Motor Skills	Set Units	PE: Multi-skills Develop the skills they need to manage the school day successfully: lining up/queuing, mealtimes, personal hygiene. Continue to develop the movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Begin to develop an effective pencil grip.	PE: Dance Combine different movements with ease and fluency. Develop control and accuracy when using a pencil, beginning to use a tripod grip	PE: Gymnastics Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use a tripod grip and use a pencil with good control.	PE: Throwing + Catching Develop confidence, competence, precision & accuracy when engaging in activities involving a ball Draw pictures with more detail and accuracy. 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.	PE: Athletics Develop increasing control over objects, with developing aim and accuracy. Move at different speeds, changing direction when needed.	PE: Ball skills - football Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Create observational drawings with increasing detail and accuracy.
	Key Knowledge & Skills (What?)	<ul style="list-style-type: none"> 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, sport, and swimming. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Progress towards a more fluent style of moving with a developing control and grace. Develop overall body-strength, balance, co-ordination, and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop a comfortable and efficient pencil / scissor grip. NB: See Expressive Arts + Design for progression in scissor skills					
	On-going	Cutlery at dinner time Mark-making/Creative area Ongoing Fine motor development, e.g. scissor / pencil control and linked activities such as threading ♦ Gross motor development, e.g. bikes, small equipment, dance and movement.					
How?	Ongoing Fine motor development, e.g. scissor / pencil control and linked activities such as threading ♦ Gross motor development, e.g. bikes, small equipment, dance and movement.						
SPECIFIC: Literacy							
Comprehension Word Reading Writing	Key Knowledge & Skills (What?)	Read individual letters by saying the sounds for them. Orally blend sounds into words (CVC). Begin to segment sounds in words orally and identify some correctly (e.g. initial sounds). Form the letters in their name correctly.	Learn some common digraphs (special friends). Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to spell simple words by identifying the sounds they can hear and representing them correctly (with sound mat). Begin to form letters in the alphabet correctly.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences. Begin to write simple captions that can be read by others.	Read simple phrases / sentences made up of words with known letter-sound correspondences and a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Develop strategies for reading multisyllabic words, e.g., chop the word up! Write simple captions and sentences, with finger spaces. Reread what has been written to check it makes sense.	Form all lower-case and some capital letters correctly. Write short sentences with words with known letter-sound correspondences using finger spaces and a full stop. Develop strategies for spelling multisyllabic words, e.g., clapping out the syllables. Apply their knowledge of phonics and reading behaviours to read more complex pieces, in line with their phonics ability.	Write short sentences with words with known letter/sound correspondences using finger spaces, a capital letter and full stop. Form lower-case and capital letters correctly. Apply their knowledge of phonics and writing strategies to write more complex pieces, in line with their phonics ability.
	Overarching	We will work towards the 'Comprehension' ELG throughout: ♦ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ♦ Anticipate – where appropriate – key events in stories; ♦ Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.					
	How? / Enrichment Opportunities	Signing a letter	Firework poems Invitations Christmas wish list	Speech bubbles Letter from Goldilocks	Questions to ask the vets etc. When I am older... Non-Fiction focus	Read and write own potions (Link: Room on the Broom)	Seed diaries/ life-cycles Non-Fiction focus If I was a superhero...
Ongoing	Daily RWI phonics + opportunities for handwriting skills ♦ Opportunities for application of reading/writing skills (see provision planners) ♦ Daily stories, with opportunities to ask & answer questions about what they have read ♦ Non-fiction texts linked to topics / interests (read by adult + on display for chn to access). ♦ Visits to the library ♦ Speedy Sight words/1-1 reading.						

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SPECIFIC: Mathematics							
Number Numerical Patterns	Key Focus (See MTP/ Weekly Plans – planning/ resources from WRM, NCETM, Numberblocks & Numicon Firm Foundations)	Verbally count to at least 5 (forwards then back) Match, sort, compare amounts Count accurately, order and compare quantities to 5 (identical and nonidentical) Recognise, order and compare numerals to 5 and match them to quantities Subitise quantities to 3. Find 1 more / less than numbers to 5.	Verbally count to at least 10 (forwards + backwards) Consolidate numbers to 5 (count 1-1, recognise and order amounts and numerals) Subitise quantities to 5 1 more / less than numbers to 5 Add and take-away 1 from numbers to 5 Composition of numbers to 5.	Verbally count to 20 (& back from 10) Number bonds to 5 Count accurately, order and compare quantities to 8 (identical and nonidentical), including subitising to at least 5 Recognise, order and compare numerals to 10 & match them to quantities 1 more / less than numbers to 8. Addition: Combining two groups to find the whole Doubling.	Verbally count to at least 20 (& back from 10) Count accurately, order and compare quantities to 10 Recognise, order and compare numerals to 10 and match them to quantities Composition of numbers to 10. Adding and subtracting numbers to 10. Number bonds to 5 and then 10.	Verbally count to beyond 20 (and back from 20) Counting in 10s and 2s Adding and subtracting (inc counting on) Number bonds to 10, including doubling. Halving and sharing Odd and evens Teen numbers (10 and a bit).	Verbally count to 100 (and back from 20) Odds and evens Counting in 10s, 5s and 2s Teen numbers / To 20 and beyond... Adding and subtracting (inc counting back, where appropriate) Number bonds to 10, including doubling.
	Ongoing	Shape, space & measures taught alongside number + through continuous provision (see MTP) ♦ Daily opportunities to practise/apply Maths skills, e.g. counting numbers here.					
SPECIFIC: Understanding the World							
Past and Present People, Cultures & Communities The Natural World	Set Units	Discovery RE: Special People - What makes people special?	Discovery RE: Christmas / journeys - What is Christmas?	Discovery RE: Celebrations How do people celebrate?	Discovery RE: Easter - What is Easter?	Discovery RE: Story Time - What can we learn from stories?	Discovery RE: Special Places - What makes places special?
	Key Knowledge & Skills (What?)	Talk about members of their immediate family. Name and describe people who are familiar to them. Talk about past and present events in their lives and how they have changed over time. To name the main body parts, e.g. head, legs, arms, knees etc.	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 stories including figures from the past (e.g. Guy Fawkes).	Recognise some environments that are different to the one in which they live. Understand the past through settings, characters & events encountered in books – what is the same / different to now? Begin to create and follow simple maps.	Understand that some places are special to members of their community. Draw information from a simple map. Talk about members of their community [and their roles]. Begin to understand where they live (Bingham/ Nottingham) in relation to UK (and Europe/ World if appropriate). Reinforce Sum 2 Know and talk about some differences between things in the past and now, e.g. transport	Compare and contrast characters [and features] from stories, including figures from the past (e.g. Zog – knights / castles). To name and match some animals to their young and talk about how they have changed.	Explore the natural world around them. Know and talk about the life-cycles of a butterfly / frog and put them in the correct order. Understand the difference between living and non-living things. To find out about some of the ways that Bingham / Nottingham has changed over the years (now and then).
	Throughout:	♦ Explore the natural world around them. ♦ Understand the effect of changing seasons on the natural world around them. ♦ Describe what they see, hear, and feel whilst outside.					
	How? / Enrichment Opportunities	Seasonal changes: Autumn Our senses (focus sight/sound/touch). Guess the baby / timeline of their lives so far.	Seasonal changes: Winter Investigation: Ice Exploration Diwali/Christmas celebrations Bonfire night – Guy Fawkes Remembrance Day	Senses (touch/smell/taste) Investigate: Can the GBM swim? Can you build a bridge for the 3 Billy Goats? Chinese New Year	Seasonal changes: Spring Visits to/ from people with different occupations, e.g. firefighters, vets, library. Linked role-play activities.	Visits from police / fireservice	Trip to Sherwood Pines. Caterpillars in the classroom... Seasonal changes: Summer
Ongoing	♦ Festivals/celebrations throughout the year. ♦ Seasons / Weather Watch. ♦ Everyday technology / IT for a purpose. ♦ Amazing Animals + Linked map work.						

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SPECIFIC: Expressive Arts & Design							
Creating with Materials Being Imaginative & Expressive	Key Knowledge & Skills (What?)	Recap on well-known nursery rhymes and learn some new ones. Experiment with playing instruments and moving in time to music. Draw and create pictures, experimenting with a different mark-making implements and prepared colours, e.g. chalks, pencils, block paints + brushes. Begin to develop a comfortable and effective scissor grip. I know and can name basic colours.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Perform in front of an audience. Listen to and compare different types of music from Britain and around the world. Begin to experiment with mixing colours. To use scissors to cut along straight lines. Move in time to music (link to PE sessions)	Act out and adapt well known stories, taking on and speaking in the role of different characters. Describe and compare the texture of different things. Use colour for a purpose and understand how new colours can be made. Teach children how to use a split-pin to join materials together. To cut around basic shapes with some accuracy and using an effective scissor grip. I know and can name a wider range of colours.	Create collaboratively sharing ideas, resources, and skills. Draw from observation, with some detail to shape and colour. Experiment with different joining techniques, and compare their use, depending on the desired outcome, e.g. glue, adhesive tape, split-pins. Experiment with food printing.	Listen attentively, move to and talk about music, expressing their feelings and responses. Choose and organise sounds for a purpose, creating a musical soundscape. Develop storylines in their pretend play, using props linked to key texts. Use scissors effectively to cut around a range of basic, and begin to cut around some more complex shapes. I know that colours can have different shades, e.g. light blue / dark blue.	Watch and talk about dance and performance art, expressing their feelings and responses. Choose and organise sounds for a purpose, using a range of musical instruments and focusing on the pulse of a song. To draw from observation, looking at objects from different angles. Purposefully mould materials for a desired outcome and use tools to add more detail. To use our senses to explore a range of familiar and new fruits, focusing on tasting.
	Overarching	♦Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ♦Explore and engage in music making and dance, performing solo or in groups. ♦Develop storylines in their play.					
	How? / Enrichment Opportunities	Self-portraits	Firework scenes-Paint Program / chalk Printing – wrapping paper Christmas performance Diwa lamps – clay Poppy Paintings <u>Artists:</u> Georgia O’Keeffe / Claude Monet (paintings)	Rainbow paintings / Retelling / acting out familiar stories Moveable caterpillar <u>Artist:</u> Laurel Burch (painting / prints)	Vets role play Box model pets Food printing <u>Artist:</u> Vincent Van Gogh (various cats paintings)	Make own stickmen Role play – creating own potions (Room on the Broom) Chalk drawings outside (Street Art) <u>Artists:</u> Axel Sheffler (illustrator) / David Zinn (Street artist)	Food tasting Mini-beast musical walk Clay mini-beasts sculptures Year 2 play BBC – Make Some Noise <u>Artists:</u> Andy Goldworthy / Joseph Else
	Ongoing	Daily singing and access to musical instruments. ♦Weekly ‘sing/play along’ singing / music sessions ♦ Continuous provision – arts and crafts area / painting easels / role play areas / Music area					

Characteristics of Effective Teaching & Learning	Playing and Exploring - engagement	Active Learning - motivation	Creating & Thinking Critically - thinking
	Finding out and exploring. Playing with what they know. Being willing to ‘have a go’.	Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do.	Having their own ideas Making links Choosing ways to do things.

Ideas for mini topics (Chn's interests)
Dinosaurs ♦ Pirates ♦ Space ♦ Robots ♦

Planning / Provision remains responsive and will be adapted in response to AfL and children’s interests. Additional mini-topics to be included based on known interests and topical events.