

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who am I?	What do people celebrate?	What is in the world around me?	Where does my food come from?	What shares our locality?	How do things change and grow?
Themes to explore	Families Community links Cultures Local Study- Locality School life How I have changed – growth	World religions Remembrance Christmas Birthdays	Transport/travel Climates Space Different countries – look at cohort characteristics (being mindful of Yr1/2 studies)	Food Travel Different countries – look at cohort characteristics (being mindful of Yr1/2 studies)	Local wildlife Minibeasts/Insects Healthy lifestyles- PANTS	Growing – plants/life cycles Moving on- transition Changes
Tier 2 language linked to themes – examples...	Stumble Snooze	Delighted Scatter	Breeze Similar	Delicious Alternative	Locality Vanish	Raked Hoed
Festivals and celebrations /world events	September Harvest Festival (23 rd) Rosh Hashanah (25-27 th) Ganesh Chaturthi (31st) October Black History Month Yom Kippur (4th)	October Diwali (24th) November Guy Fawkes Night (5th) Armistice Day (11th) Remembrance Day (13th) World Nursery Rhyme Week (14 th -18 th) Advent (begins on 27th) St Andrew's Day (30th) December Hanukkah (begins on 18th) Christmas Eve (24th) Christmas Day (25th) New Years Eve (31st)	January Lunar New Year (22 nd) Burns Night (25 th) February Valentines (14th) Maha Shivaratri (18 th) Shrove Tuesday/Pancke Day (21 st) March Purim (7 th) Red Nose Day St Patrick's sDay (17 th) Mother's Day (19 th) World Down Syndrome Day (21 st) Ramadan (23 rd tentative)	April Passover (6 th) Good Friday 7 th) Easter Sunday (9 th) Eid (22 nd tentative) St George's Day (23 rd) Shakespeare Day (23 rd) May Shavuot (26 th)	June Queen's Birthday (10 th) Father's Day (18 th) Windrush Day (22 nd)	
Enrichment Opportunities	Visitors from the community	Visitors from or visits to local religious buildings Look at local festivals	Trips around local community- unique to each school based on local opportunities Astronomy – Cambridge University	Trip to allotment Planting	Wicken Fen South Angle Farm	

	Visits from other teachers so that children know all staff		Links to Universities		
Proposed Key Texts Non fiction texts need adding in	The Family Book It's OK to be Different Odd Dog Out The Colour Monster The Body Book	Remember, Remember Rama and Sita Kipper's Birthday The Jolly Christmas Postman	The Elves and the Shoemaker Little Red Riding Hood Here we are Lost and Found One Day on our Blue Planet ... in the rainforest Astro Girl Zim Zam Zoom – Poetry My Village – Rhymes from Around the World	The Gingerbread Man Oliver's Vegetables A fruit is a suitcase for a seed	The Enormous Turnip The Little Red Hen I an the Seed that Grew the Tree (poetry)
Other texts to consider	Funny Bones The Great Big Book of Families	Pumpkin Soup Owl Babies	Mrs Pepperpot	Oliver's Milkshake The Shopping Basket Feast for 10	
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary 		<p>Learn new vocabulary and use this through the day and in different contexts.</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Learn rhymes, poems and songs. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Ask questions to clarify their understanding. • Hold conversation when engaged in backand-forth exchanges with their teacher and peers. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	

<p>Literacy</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read common exception words from Phase 2 of Letters & Sounds. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Anticipate (where appropriate) key events in stories. • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read common exception words from Phase 3 of Letters & Sounds. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Begin to orally form and write simple phrases and sentences. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read words consistent with their phonic knowledge by sound-blending. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Say a sound for each letter in the alphabet and at least 10 digraphs. 	<ul style="list-style-type: none"> • Read common exception words from Phase 4 of Letters and Sounds. • Write short sentences with words with known sound-letter correspondence using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write simple phrases and sentences that can be read by others.
<p>PSED</p>	<p>Myself and My Relationships</p> <p>My Emotions & Beginning and Belonging</p> <p>Myself and My Relationships</p> <p>Family and Friends To include Anti-Bullying Week</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Manage their own needs. • Express their feelings and consider the feelings of others. • Form positive attachments to adults and friendships with peers. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Citizenship</p> <p>Identities & Diversity & Me and My World</p> <p>Healthy and Safer Lifestyles Keeping Safe</p> <ul style="list-style-type: none"> • Begin to show resilience and perseverance in the face of challenge. • Identify and begin to moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Healthy and Safer Lifestyles Healthy Lifestyles</p> <p>Healthy and Safer Lifestyles My Body and Growing Up</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Show sensitivity to their own and to others' needs</p>

	<ul style="list-style-type: none"> • Work and play cooperatively. • Take turns with others. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 	
Physical Develop	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (e.g. tyres, balancing equipment, wheeled toys, crates). • Develop their small motor skills in preparation for using small tools confidently and safely. • Develop the skills they need to manage to school day successfully (e.g. lining up and queueing, mealtimes, personal hygiene). • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education. • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (e.g. den-making materials, benches, climbing walls, Aframes and ladders). • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Demonstrate strength, balance and coordination when playing. 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing.
Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<p>Compare numbers.</p> <ul style="list-style-type: none"> • Understand the one more than/one less than relationship between consecutive numbers • Explore the composition of numbers to 10. <p>Compose and decompose shapes to that children</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system

	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. 	<p>recognise a shape can have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. <p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments drawing upon their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explore the natural world around them, making observations, drawing pictures of animals and plants. • Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.

	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Begin to explore and use a variety of a materials, tools and techniques. • Share their creations, explaining the process they have used. • Sing a range of well-known nursery rhymes and songs • Begin to explore and use a variety of a materials, tools and techniques. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Return to and build on their previous learning. • Experiment with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
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