

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching theme	Me in My World	Not a Box	Storyteller	growing/spring	Lifecyles/Heroes	Around the world
RE	UC GOD/CREATION: Why is the word 'God' so important to Christians? Harvest Festival	UC INCARNATION: Why do Christians perform nativity plays at Christmas Diwali: Remembrance:	Discovery: How do people celebrate? Birthdays, Christmas, Diwali, Chinese New Year Chinese New Year: Sunday 22nd January	UC SALVATION: Why do Christian's put a cross in an Easter Garden?	Discovery: Special People: What makes people special?	Discovery: Special Places: What makes places special?
Key Texts	Rhyming texts: Oi Frog/Dog/Cat Repeating texts: Bear Hunt, Rabbit Foo Foo Harvest: Little Red Hen, Pumpkin Soup PSHE: Pink is for Boys, Julian is a Mermaid	Not a Box The train ride (trains) Mr Gumpy's outing (boats) Whatever Next (rockets) The Great Explorer (planes/helicopters/hot air balloons) Rama and Sita Nativity PSHE; Barry And The Fish With Fingers, It's OK To Be Different, The Families Book, On Sudden Hill (Kindle & video)	Billy Goats Gruff Mr Wolf's Pancakes On the Way Home Suddenly Chinese New Year: Race across the river (other traditional tales at the end of the day) PSHE: Love Monster Kindle), Don't worry, Hugless Douglas, Almost Anything, The Dot, Bears Don't Read, The Most Magnificent Ting	Everywhere babies Babies Catalogue Peepo Titch Funnybones, Let's Make Faces, The Growing Story Jack and the Beanstalk Jasper's Beanstalk One tiny seed Jim & the Beanstalk, Kate and the Beanstalk	Tadpole's promise Tad Six dinner sid (vet) Zog (fantasy/flying doctors) Supertato Superworm Room on the Broom (fantasy) (Hungry caterpillar, the odd egg,	Familiar – farm animals/woods Savannah Arctic Rainforest Ocean Africa - Handa's surprise One day on our blue planet
Key experiences	Bake bread Tour of our school	Make a Diwa lamp Junk modelling Pantomime, Nativity	Make pancakes Andy Goldsworthy snowballs	Farm Visit Plant a bean	Visit from fire, police, doctor/nurse Walk around local area Map of the school Aerial views	Visit to Marwell zoo
Personal, Social and Emotional Development	See themselves as a valuable individual Jigsaw: Me in My World <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gently Rights and responsibilities Thrive	Build constructive and respectful relationships Think about the perspectives of others Jigsaw: Celebrating Difference <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself Thrive	Show resilience and perseverance in the face of challenge. Growth Mindset <ul style="list-style-type: none"> Challenges Never Giving Up Having a Go Encouraging Others Feeling Proud Thrive	Know and talk about the different factors that support their overall health and wellbeing: Jigsaw: Healthy Me <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety Thrive	Utw: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Jigsaw: Relationships <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Thrive	See themselves as a valuable individual. Manage their own needs. Jigsaw: Changing Me <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Thrive
Physical Development	PE – REAL PE Coordination: Footwork – side-step, gallop, hop, skip Static Balance: One Leg – balance on one leg	PE – REAL Gym Shape – name & perform different shapes (tuck, straight, star, pike straddle) Travel – move using different body parts e.g. feet (march, side step) stomach (slide)	PE: Real Gym Flight – perform different jumps Rotation – perform different rolls and turns	PE: REAL PE Coordination: Sending and receiving (rolling and catching balls) Agility: Reaction/Response (bouncing)	PE: REAL PE Agility: Ball chasing Agility: hoops, bean bags, ladders, skipping	PE: Athletics, running, jumping and throwing. Prepare for Sports Day Develop their small motor skills so that they can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
	Outdoor continuous provision: open-ended play-based opportunities to develop their core strength, stability, balance, spatial awareness, co-ordination, and dexterity through climbing, clambering, moving large loose parts, digging, stirring and pouring with sand, mud and water play. Indoor continuous provision: open-ended play-based opportunities to develop dexterity through malleable materials, painting, threading, funky fingers, drawing, cutting.					
Communication Language and Literacy	Understand how to listen carefully and why listening is important. Listen carefully to rhyming texts, paying attention to how they sound. Engage in storytimes. Retell the story, once they have developed a deep familiarity with the	Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary (linked to books/experiences) Listen to and talk about stories to build familiarity and understanding of plot & setting.	Learn new vocabulary (linked to books/experiences) Listen to and talk about stories/non-fiction books to build familiarity and understanding of character, setting, problem, solution & of the world around them.	Connect one idea or action to another using a range of connectives. Learn new vocabulary (linked to books/experiences) Listen to and talk about stories/non-fiction books to build familiarity and understanding of the world around them.	Ask and answer questions (linked to books/experiences) Describe events in some detail. Learn new vocabulary (linked to books/experiences) Engage in storytimes/non-fiction books. Listen to and talk about stories & non-fiction books to build familiarity and understanding.	Learn new vocabulary (linked to books/experiences) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

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Literacy	RWI/ Helicopter stories/ talk for writing/Literacy challenges	RWI/ Helicopter stories/ talk for writing/ Literacy challenges	RWI/ Helicopter stories/ talk for writing/ Literacy challenges	RWI/ Helicopter stories/ talk for writing/ Literacy challenges	RWI/ Helicopter stories/ talk for writing/ Literacy challenges	RWI/ Helicopter stories/ talk for writing/ Literacy challenges
Mathematics	Power Maths Big maths Maths challenges The Rekenrek	Power Maths Big maths Maths challenges The Rekenrek	Power Maths Maths challenges Big maths The Rekenrek	Power Maths Maths challenges Big Maths The Rekenrek	Power Maths Maths challenges Big Maths The Rekenrek	Power Maths Maths challenges Big Maths The Rekenrek
Understanding of the World	<p>People and Communities: Draw information from a simple map (bear hunt map).</p> <p>Natural World - Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside (Autumn)</p> <p>Explore the natural world around them. (cooking – changing materials)</p>	<p>Past and Present: Comment on images of vehicles in the past</p> <p>People and Communities: Recognise that people have different beliefs and celebrate special times in different ways. (Christmas/Diwali) Use some specific geographical vocabulary to describe different locations. Is able to see where there country is in the world in relation to others (globes/Google maps)</p> <p>Natural World - Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside (British wildlife)</p> <p>Explore the natural world around them: magnets, floating/push under water</p>	<p>Past & Present:</p> <p>People and Communities: Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year) Use stories to discuss human and physical features (Geography)</p> <p>Natural World: Explore the natural world around them: ice melting</p> <p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them (Winter, Andy Goldsworthy)</p>	<p>Past and Present: lifecycles of humans. Begin to make sense of their own life stories and family histories (photos, memories, retell what parents have told them)</p> <p>People and Communities: Recognise that people have different beliefs and celebrate special times in different ways (Easter)</p> <p>Natural World: Understand the key features of the life cycle of a plant and an animal.</p> <p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them (musical instruments/Spring)</p> <p>Explore the natural world around them: sound causing a vibration</p>	<p>Past & Present: Begin to make sense of their own life stories and family histories (photos, memories, retell what parents have told them)</p> <p>People & Communities: Name and describe people who are familiar to them. (visits from parents to talk about their jobs + emergency services)</p> <p>Natural World: Understand the key features of the life cycle of a plant and an animal.</p> <p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them (traditional tales)</p>	<p>Past and Present: Changing Me</p> <p>People and Communities: understand that some places are special to members of their community.</p> <p>Natural World: Recognise some environments that are different from the one in which they live (savannah/jungle/under the sea). Name a range of animals and their features</p> <p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them (minibeasts)</p> <p>Natural world: shadows</p>
Expressive art and design	<p>Explore, use and refine a variety of artistic effects: (collage)</p> <p>Charanga Music scheme: Me 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</p>	<p>Explore, use and refine a variety of artistic effects: (Junk modelling, Clay)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses (pantomime)</p> <p>Charanga Music scheme: My stories 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</p>	<p>Explore, use and refine a variety of artistic effects: (Sculpture/art with natural materials)</p> <p>Charanga Music scheme: Everyone! 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</p>	<p>Explore, use and refine a variety of artistic effects: drawing self-portraits</p> <p>Charanga Music scheme: Our world 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</p>	<p>Explore, use and refine a variety of artistic effects: pastels</p> <p>Charanga Music scheme: Big Bear funk 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</p>	<p>Explore, use and refine a variety of artistic effects: drawing animals</p> <p>Charanga Music scheme: Reflect rewind and replay 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</p>