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| **Term** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Calendar Events** | Harvest | | Remembrance Day Diwali  Children in Need | | Chinese NY Valentines Day Pancake day | | Mothers Day March Easter – Church | |  | | Fathers Day 15th June | |
| **Year** | Every Year | | Red A | Yellow B | Red A | Yellow B | Red A | Yellow B | Red A | Yellow B | Red A | Yellow B |
| **Topics** | Who am I?  Gingerbread man  Little Red Hen | | Halloween / Bonfire Night  Autumn  What is Autumn, what do we look for?  Hibernation / Day and Night  Christmas! | Halloween / Bonfire Night  Autumn  Harvest / looking after wildlife  Bears - Goldilocks  Going on a Bear Hunt  Christmas | 3 Little Pigs  Winter  What is Winter?  Eric Carle | 3 Billy Goats Gruff  Winter  Winter Animals  ARTIST weeks x 3 | Farms  Spring  Baby animals, signs of Spring  Easter | People Who Help Us  Spring  Life cycle of a chick  Easter | Planting  Jack and the Beanstalk  Minibeasts | Transport  Little Red Riding Hood  Fantasy | Our World Jungle animals  Holidays  the seaside  Summer | Our World looking after our planet.  Holidays different types  Summer |
| **Core texts** | Dear Zoo by Rod Campbell  Ginger Bread Man Usborne  Little Red Hen Ladybird Book  My Pet Star by Corrinne Averiss  Guess How Much I love you by Sam McBratney | | Owl Babies by Martin Waddell  Peace at Last  By Jill Murphy  We’re Going on a Leaf Hunt by Steve Metzger  Hibernation Station by Michelle Meadows  It was a cold dark night  By Tim Hopgood  Dear Santa by Rod Campbell | Room on a broom  By Julia Donaldson  Foggy, foggy Forest  By Nick Sharratt  Goldilocks Ladybird  Going on a Bear Hunt by  Michael Rosen  The big hungry bear by Dan & Audrewy Wood  Dear Santa  by Rod Campbell | 3 Little Pigs Ladybird Book  Jack Frost  By Kazuno Kohara  Snowball by Sue Hendra  Brown Bear  By eric Carle  Busy Spider  By eric Carle  I am an Artist  By eric Carle | 3 BillyGoats Ladybird  Over and Under the Snow by Kate Messner  Frost by Holly Webb  Lines that wiggle by Candace Whitman | Rosies Walk  By Pat Hutchins  Farmyard hullaballoo by Giles Andreae  Guess How much I love you in the Spring  By Sam McBratney  We’re going on an egg hunt by Martha Mumford | Emergency by Margret Mayo  Stuck by  Oliver Jeffers  Little chick No Author  Peter R Great Big Easter Egg by Beatrix Potter | Tiny Seed  By Eric Carle  Frans Flowers by Lisa Bruce  Jack and the beanstalk  By Nick Sharratt  V.H Caterpillar by Eric Carle  Superworm by Julia Donaldson | The train ride by June Crebbin  Big Yellow Digger by Julia Jarman  Little Red Riding Hood Ladybird  There’s a dragon in your book by Tom Fletcher  You Choose  By Nick Sharratt | Tiger who came to tea by Judith Kerr  Handa’s Surprise by Eileen Browne  Rumble in the Jungle by Giles Andreae  What the ladybird heard at the seaside by Julia Donaldson  Sharing a Shell by Julia Donaldson | The Odd Fish  By Naomi Jones  Look After Us by Rod Campbell  What the ladybird heard on holiday by Julia Donaldson  Grandads Camper  By Harry Woodgate  Rainbow Fish by Marcus Pfister0 |
| **Curriculum Pledge**  **Visitors In** | Visit from the dentist / nurse | | Stay and Make session with a parent / carer  Visit from the Vicar to talk about Christmas  Visit from Cheshire Swim  Parent visitor - Diwali | | Visit from Fire fighters  RSPCA visitor into school  Year 5 reading buddy | | Mother’s Day Stay and Make session  Visit from the Vicar to talk about Easter  Farmer – bring animals  Year 5 reading buddy | | Vistor – Mrs Bradshaw PSHE  Mystery Reader  Visit from Nantwich Vets  Year 5 reading buddy  Bee Keeper to come in | | PCSO  Father’s Day tea and cake  Mystery Reader  Year 5 reading buddy | |
| **Visits out** | Visit to the church | | Post a Christmas card  Trip to see Father Christmas TBC  Sing to the elderly at the care home | | RCPCA Trip | | Reaseheath trip??? | |  | | Post a postcard  Trip to a farm | |
| **First Hand Experiences** | Star Helpers and celebration certificates  Forest walks | | Christmas cards for care home  Christmas production  Splash in muddy puddles  Chocolate / fruit Sparklers – bonfire night  Diwali 2D clay decorations  Parents / Carers Christmas Crafts | | Go into assembly  Chinese Food Tasting  Giving Random ‘Acts of Kindness’ | | Fruit and veg tasting / smoothies  Easter Egg hunt  Mother’s Day Crafts | | Bug Hunt  Play out in the rain!  Stay and Play | | Father’s Day Crafts  A whole day outside!  Sports Day  Whole School Summer Performance | |
| Make / decorate gingerbread men | Make dens  Bake | Bake  Pyjama day!  Chocolate sparklers / fruit rockets  Try Indian food | Bake  Go on a bear hunt!  Chocolate sparklers / fruit rockets  Try Indian food | Pancake Day – make and eat!  Fruit tasting  Bake | Bake | Bake | Chicks  Visit from a Farmer with tractor and animals  Bake | Bake  Grow Fruit  Make smoothies | Sunflower competition  Seeds to take home for garden  Grow potatoes (veg) | Bake  Taste fruit | Make Ice cream  Bake |
| **Awesome authors** | Karl Newson  I am a Tiger  A bear is a bear  I can roar like a dinosaur  I am not an elephant  Be you  The same but different too | | | | Eric Carle  Panda Bear Panda Bear  Polar Bear Polar Bear  Slowly slowly said the sloth | | | | Jill Murphy  Whatever Next | | | |
| **Terrific TEN!** | Dear Zoo  Ginger Bread Man  Little Red Hen  Guess How Much I love you  My pet star  Where’s Spot  Pete the cat and his 4 groovy buttons  Little Monkey  Scarecrows secret  Hairy McC | Dear Zoo  Ginger Bread Man  Little Red Hen  Guess How Much I love you  My pet star  Zoom rocket zoom  The biggest kiss  We are all different  There’s a monster in your book  Bathroom Boogie | Owl Babies  We’re going on a leaf hunt  It was a cold dark night  Dear Santa  Peace at Last  Hibernation Station  Big red bath  Oliver’s Wood  5 minutes to bed  Aliens Love Panta Claus | Foggy, foggy Forest  Room on a broom  Goldilocks  Going on a Bear Hunt  the big hungry bear and red ripe strawberry  Dear Santa  Henrys Holiday  Little Bear  Little Acorn  Kitchen Disco | 3 Little Pigs  Snowball  Jack Frost  Brown Bear Brown Bear  Busy Spider  I am an artist  One snowy night  I Love my Mummy  Aaargh Spider  Giraffes cant dance | 3 Billy Goats Gruff  Jack Frost  Over and Under  Frost  Lines that Wiggle  XXX  Hiku  Say hello to the snow animals  Poles Apart  How to catch a star | Rosies Walk  Farmyard hullaballoo  Guess How much I love you in the Spring  We’re going on an egg hunt  Oi frog  Chocolate moose for greedy goose  Shark in the park  Pass the Jam Jim  Silly Suzy Goose  Little blue truck | Emergency  Stuck  Little chick  Peter R Great Big Easter Egg  Hattie Peck  Baa Moo what will we do  Squash and a squeeze  Never shake a rattle snake  What the lady bird heard  Ed’s Egg | Jack and the beanstalk  Tiny Seed  V.H Caterpillar  Frans flowers  Superworm  Sam plants a sunflower  Jaspers beanstalk  Olivers Veg  Twist hop minibeast bop  Kitchen Disco | The train ride  Big yellow digger  Little Red Riding Hood  There’s a dragon in your book  You Choose  Dig dig digging  Duck in a Truck  Big blue train  Driving My Tractor  Car Car Truck Jeep | Tiger who came to tea  Handa’s Surprise  Rumble in the Jungle  Sharing a Shell  What the ladybird heard at the seaside  Horary for Fish!  Walking through the jungle  Monkey puzzle  Jungle jamboree | The Odd Fish  Look After Us  What the ladybird hear at on holiday  Grandads Camper  Rainbow Fish  10 things I can do to help my world  Micheal recycle  Go go pirate boat |
| **Super Songs and Rhymes** | 2 Little Dicky Birds  Head Shoulders K & T  Humpty dumprty  Jack and Jill  Row row row  Tommy Thumb  Round and Round the garden  The grand old duke of York  Little bo peep  Pat-a-cake | | Twinkl Twinkl  Hey Diddle Diddle  Big Red Combine Harvester  Sleeping Bunnies  Wind the Bobbin up  Jingle Bells  We wish you a Merry  All the leaves are falling down  Im a little hedgehog  Dingle Dangle Scarecrow | | Incy Wincy Spider  I hear thunder  I’m a little tea pot  Polly Put the Kettle on  I’m a little snowman  If you’re happy and you know it  Teddy bear teddy bear  Snowflake snowflake  5 little snowmen standing in a line  Mix a pancake | | Hot Cross Bun  Baa Baa  Old mac Donald  Horsery Horsey  5 current buns  Little Peter Rabbit  Big Green Tractor  Jelly on a plate | | 5 little ducks  5 little speckled frogs  5 little men in a flying saucer  Wheels on the bus  Worm at the bottom of the garden  Baby bumblebee  999 Emergency Song  Hickory dickory dock  This little piggy went to market  BINGO was his name | | 1 2 3 4 5 once I …  Ring a ring a roses  5 little monkeys swinging  A sailor went to sea  The sun has got his hat on  One finger one thumb  Please and Thank you  5 little monkeys jumping  NEMO song  The Waves in the Sea | |
| **Communication and Language** | Can find it difficult to pay attention to more than one thing at a time. | | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | | Use longer sentences of four to six words.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  May have problems saying: some sounds – r/j/th/ch/sh, multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. | | Use longer sentences of four to six words.  Use talk to organise themselves and their play: “Let’s go on a bus…you sit there…I’ll be the driver”. | | Understand ‘why’ questions, like “Why do you think the caterpillar got so fat?”  Use a wider range of vocabulary.  Enjoy listening to longer stories and can remember much of what happens.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Can start a conversation with an adult or friend and continue it for many turns. | | Sing a large repertoire of songs.  Understand ‘why’ questions, like “Why do you think the caterpillar got so fat?”  Use a wider range of vocabulary.  Enjoy listening to longer stories and can remember much of what happens.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or friend and continue it for many turns. | |
| **Physical Development**  **Gross Motor** | Go up steps and stairs, or climb up apparatus, using alternate feet.  Use large-muscle movements to wave flags and streamers, paint and make marks.  **Imitates bilateral movements of limbs (e.g. arms up together)** | | Use large-muscle movements to wave flags and streamers, paint and make marks. | | Skip, hop, stand on one leg and hold pose for a game like musical statues.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  **Hand-eye coordination: Practice activities that involve hand-eye coordination (e.g. throwing and catching) and crossing the mid-line (e.g. reaching across the body to pick up items).** | | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  **Hand-eye coordination: Practice activities that involve hand-eye coordination (e.g. throwing and catching) and crossing the mid-line** | | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Choose the right resources to carry out their own play. For example, choosing a spade to enlarge a small hole they dug with a trowel.  **Upper limb strength: Encourage play activities that develop upper limb strength (e.g. climbing ladders, wheelbarrow walking).** | | Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | |
| **PE scheme** | Me and Myself  My body  On the Move  Parts of the body  Senses (also look at senses games)  Movement Development  Exploring movements  How to move safely  How to move | | Movement Development  Moving at different speeds  Moving in different directions  Moving in different ways  Fun and Games  Parachute games  Simple Games | | Fitness  Balance and Coordination  Balance and strength  Fitness and strength  Jumping  Speed and agility  Circuit relays | | Ball Skills  6 x lessons | | Sports Days practice  Throwing and catching  Rolling and sending  Stopping and receiving  Throwing (Throwing and catching)  Catching (catching the ball) | | Sports Day Practice  Quick Games  Beanbag Target  Rob the nest  Skittles  Team Catch  Team work | |
| **Physical Development**  **Fine Motor** | **Playdough skills –**  **“piled” and stacked shapes and clumps**  **Adding little detail**  **squishing, pinching and poking**  **pounding and hitting of playdough pieces with hands and tools**  **The language of this play at this stage is push, poke, squish, pinch, pound,**  **Lace 2-3 holes with string**  **Can unbutton large buttons** | | **Cuts within ½ inch of a straight line**  **Hand and finger strength (e.g. scrunching, paper, using tweezers, play dough, pegs).** | | **Can touch the tip of each finger to their thumb**  **Cuts a circle within an inch of a line** | | **Cuts a square within ½ inch of the line**  **Playdough skills -**  **simple, recognizable forms**  **more detail such as mouth and eyes**  **beginning of “rolling” coiled, snake-like forms**  **begins to make balls**  **rolling out and cutting out of forms from cookie cutters and “pretending”**  **Folds a piece of paper in half, aligning edges** | |  | |  | |
| **Personal, Social and Emotional Self regulation** | Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  **3D PSHE**  **Lesson 1 ‘Let’s Play Shops’**  **Lesson 2 ‘Who’s Playing’**  **Lesson 3 ‘It’s Your Turn’**  **Lesson 4 ‘Good Friends’**  **Lesson 5 ‘Make Your Choice’**  **Lesson 8 ‘Where I Live’** | | Increasingly follow rules, understanding why they are important.  Be increasingly independent in meeting their own care needs, e.g.  brushing teeth, using the toilet, washing and drying their hands  thoroughly.  **3D PSHE**  **Lesson 6 ‘Odd Jobs’**  **Lesson 7 ‘Chatterbox!’**  **Lesson 9 ‘Can You Help?’** | | Show more confidence in new social situations.  Become more outgoing with unfamiliar people, in the safe context of their setting.  **3D PSHE**  **Lesson 10 ‘Well Done!’**  **Lesson 11 ‘A New Baby’** | | Play with one or more other children, extending and elaborating play ideas.  Do not always need an adult to remind them of a rule  **3D PSHE**  **Lesson 12 ‘Deaf Girl’**  **Lesson 13 ‘Fair Shares’** | | Begin to understand how others might be feeling.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Develop their sense of responsibility and membership of a community.  Make healthy choices about food, drink, activity and toothbrushing.   |  |  | | --- | --- | | **3D PSHE**  **Lesson 14 ‘The Pantomime’** | **3D PSHE**  **Lesson 15 ‘You Smell!’**  **Lesson 16 ‘A Waiting Game** | | | | |
| **Characteristics of Effective Learning** | Realise that their actions have an effect on the world, so they want to keep repeating them.  Bring their own interests and fascinations into early years settings. This helps them to develop their learning. | | Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.  Make independent choices. | | Plan and think ahead about  how they will explore or play with objects.  Use pretend play to think beyond the ‘here and now’ and to understand another perspective. | | Respond to new experiences that you bring to their attention  Know more, so feel confident about coming up with their own ideas. | | Keep on trying when things  are difficult.  Review their progress as they try to achieve a goal. Check how well they are doing.  Make more links between  those ideas. | | Solve real problems  Concentrate on achieving  something that’s important to them. They are increasingly able to control their attention and ignore distractions. | |
| **Literacy** | Understand the five key concepts about print:  Print has meaning  Print can have different purposes  We read English text from left to right and top to bottom  The names of the different parts of a book  Page sequencing | | Understand the five key concepts about print:  Print has meaning  Print can have different purposes  We read English text from left to right and top to bottom  The names of the different parts of a book  Page sequencing  Develop their phonological awareness, so that they can:  Count or clap syllables in a word | | Develop their phonological awareness, so that they can:  Count or clap syllables in a word  Spot and suggest rhymes  Recognise words with the same initial sound, such as money and mother | | Recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary.  Develop their phonological awareness, so that they can:  Spot and suggest rhymes | | **Transcription**  Write some letters accurately.  Write some or all of their name. | | | |
| **Composition**  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  Act out a story, use propts and recall stories | | | |
| Engage in extended conversations about stories, learning new vocabulary. | | | |
| **Phonics ‘Super Sounds ‘** | Familiar Sounds  Matching familiar shape / object Copying  and matching noises and sounds | | Musical Sounds  Matching familiar shape / object Copying  and matching noises and sounds | | Rhythm, beat and movement  Copying, matching and sequencing patterns  of actions and sounds matched to visual images. | | Rhyme  Copying, matching and sequencing patterns  of actions and sounds matched to visual images. | | Alliteration  Reading and recognise the letters in own  name and in other situations.  Introduce L.W letter cards | | Oral blending  Oral Segmenting | |
| **Literacy Handwriting** | **Mark making on large scales – outside with brushes etc. inside**  **Mark making with our hands, Mark make in sand, soil, paint etc.**  **Traces a horizontal line**  **Copy vertical and horizontal lines, and circles, without a demonstration.**  **Drawing circle without a model**  **Mark making with tools; brushes, scrapers, cotton buds on large sheets of paper** | | | | **Marks in different directions, continuous marks without taking tool off the paper.**  **Copies a square**  **Connects 2 dots to make a horizontal line**  **Colours within lines and filling it at least halfway** | | | | **Mark on A4 or medium sized paper, control the movements in different directions including shapes.**  **Control on till roll width paper, smaller movements.**  **Paint and mark with a pen and pencil with some accuracy**  **Smaller patterns**  **Holding pencil in correct grip**  **Imitating square**  **Copying cross, square, right and left diagonal lines, X shape, Copy some letters and numbers**  **Drawing a recognizable face with eyes, nose, mouth**  **Drawing a basic stick figure with 2-4 body parts** | | | |
| **Maths** | Comparison  Compare quantities using language: ‘more than’, ‘fewer than’.  Position and Direction  Understand position through words alone – for example, “The bag is under the table”, - with no pointing.  Describe a familiar route. | | Cardinality and Counting  Say one number for each item in order: 1, 2, 3, 4, 5.  Show ‘finger numbers’ up to 5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Recite numbers past 5.  Position and Direction  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | | Cardinality and Counting  Recite numbers past 5.  Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Shape  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. | | Shape  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.  Measure  Make comparisons between objects relating to size, length, weight and capacity.  Pattern  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeated pattern. | | Measure  Make comparisons between objects relating to size, length, weight and capacity.  Shape  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Pattern  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeated pattern.  Position and Direction  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then…’  Number recognition  Begins to recognise numbers to 5  Cardinality and Counting  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | | Composition  Solve real world mathematical problems with numbers up to 5.  Experiment with their own symbols and marks as well as numerals.  Shape  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Combine shapes to make new ones – an arch, a bigger triangle, etc.  Measure  Make comparisons between objects relating to size, length, weight and capacity.  Position and Direction  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then…’  Number recognition  Recognises umbers to 5  Cardinality and Counting  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | |
| **White Rose Hub** | Comparison 1: More than, fewer than, same  Shape, space and measure 1: explore and build with shapes and objects    Pattern 1: explore repeats  Counting 1: hear and say number names  Subitising 1: I can see 1, 2, 3 | | Comparison 2: compare and sort collections  Shape, space and measure 2: explore position and space  Pattern 2: Join in with repeats  Counting 2: begin to order number names  Subitising 2: show me 1, 2, 3 | | Counting 3: move and label 1, 2, 3  Shape, space and measure 3: explore position and routes  Pattern 3: explore patterns  Comparison 3: match, sort, compare  Subitising 3: talk about dots | | Counting 4: take and give 1 2 3  Shape, space and measure 4: match, push and pull  Pattern 4: lead on own repeats    Subitising 4: Make games and actions | | Counting 5: show me 5  Shape, space and measure 5: start to puzzle  Pattern 5: making patterns together | | Counting 6: stop at 1, 2, 3, 4, 5  Pattern 6: my own pattern | |
| **Understanding the world**  **Past and present** | Begin to make sense of their own life-story and family’s history.  Continue to develop positive attitudes about the difference between people. | |  | |  | |  | | Continue to develop positive attitudes about the difference between people. | | Show interest in different occupations. | |
| **Understanding the world**  **People, culture and communities** |  | |  | | Show interest in different occupations. | | Know that there are different countries in the worlds and talk about the differences they have experienced or seen in photos.  Show interest in different occupations. | |  | | Know that there are different countries in the worlds and talk about the differences they have experienced or seen in photos | |
| **Understanding the world**  **The natural world** | Use all their sense in hands-on exploration of natural materials. | | Explore how things work. | | Explore collections of materials with similar and/or different properties. | | Talk about the difference between materials and changes they notice. | | Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel. | | Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel.  Talk about the difference between materials and changes they notice. | |
| **RE / Worship** | Introduce the Bible to the children  Read Bible stories  Talk about God creating our world. What do we know about the world?  Reflect on animals in our world, can we name any?  Talk about Harvest  Sing songs related to Harvest  Introduce the Church and share any experiences | | Introduce the Church. Has anyone been to the church? Do they recognise Nantwich Church?  Introduce the Christmas story. Who is Jesus? Recap the story over a few weeks.  Talk about baby Jesus, do we know any babies? What couldn’t we do as a baby which we can do now? Share our first Christmas as a baby, look at pictures and talk about.  Sing / learn a Christmas song. | | Learn a new song – he’s got the whole world in his hands  Talk about the meaning of the song. What do we know about the world? There are lots of people in it, are we all the same?  Use dolls/small world characters and puppets to explore similarities and differences of ourselves and  others. Talk about how some children are Christian and other are not but it’s ok, we are all different    Talk about the role of the Church and how it is a place for everyone to go and worship God.  Talk about what is inside a Church, show a cross and explain the meaning behind it.  Draw / make a cross.  Recap talking about the important role of a vicar, what is their job?  Read a story from the bible.  Shrove Tuesday, introduce and talk to the children about the link to Christianity.  Recap the story and meaning behind Shrove Tuesday | | Giving a receiving love in the family –  I can describe why someone is special to me.  Draw someone who is special to you  Talk about changes over time –  Create a new life display  Jesus came to life again like plants  Changes over time; baby animals, plans, sunshine, stars in nature are gifts from god. How can we look after them?  Easter story – introduce the story to the children Easter story. Good Friday is about saying goodbye and losing (link to Dogger) Talk about feelings of people at Easter | | Talk about our world and the plants and animals in it, why are they special? God created our world.  In the Tiny seed story, the seed sees the sun, icy mountains, oceans, the desert. Look at our earth, it has so many beautiful things in it which go made for us. Can we name and talk about different plants we know? Roses, Daffodils etc show the trees. Talk about when God created our world, he made lots of beautiful plants to go in it. God created land and sea. Talk about the sky, what do we see in the sky? God is watching over us, even though we can’t see him he is all around us.  Using mirrors, talk about how God made us all different. How are we the same? How are we different? We are all special and God loves us all. Can we describe ourselves?  Just like plants and the beanstalk grow, we grow. How do we grow? How do we change? God looks after us as we grow. Talk about how we are all different but God loves us all in the same way – chn should Continue to develop positive attitudes about the difference between people.  Talk about how we are all different but God loves us all in the same way – chn should Continue to develop positive attitudes about the difference between people. | | Continue to read different Bible stories.  Different buildings are used for different purposes. What is the purpose of the church compared to other spaces.  Who goes to Church? Which day do you go? What do we do each week on different days? Swim? Etc  Sing songs that are traditionally sung in church, talk about Hymes, we sing nursery rhymes!  Different jobs, what do our mum and dad do? Recap, what is the job and role of a vicar? | |
| **Expressive Arts and Design**  **Creating with materials** | Take part in simple pretend play, using an object to represent something else even though they are not similar.Explore colour and colour-mixing. **Block Play – assess 3-block bridges** | | Create closed shapes with continuous lines, and begin to use these shapes to represent objects,  Join different materials and explore different textures. Use drawings to represent ideas like movement or loud noises **Block Play – Enclosures** | | Develop their own ideas and then decide which materials to use to express them.  Draw with increasing complexity and detail, such as representing a face with a circle and including detail.  **Block Play – Symmetry and Patterns** | | Draw with increasing complexity and detail, such as representing a face with a circle and including detail.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  **Block Play – Early Representational – symbolic play** | | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house, etc.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  **Block Play – Early Representational – symbolic play** | | Make imaginative and complex ‘small world’ with blocks and construction kits, such as a city with different building and a park.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Respond to what they have heard, expressing their thoughts and feelings.  Create their own songs, or improvise a song around on they know.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house, etc.  **Block Play – Early Representational – symbolic play** | |
| **Music** | Introduce instruments Syllables in words  Instruments with nursery rhymes | | | | Listen with increased attention to sounds.  Remember and sing entire songs | | Listen with increased attention to sounds.  Remember and sing entire songs | | Sing the pitch of a tune sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Play instruments with increasing control to express their feelings and ideas. | | Sing the pitch of a tune sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Play instruments with increasing control to express their feelings and ideas.  Respond to what they have heard, expressing their thoughts and feelings. | |
| **LMT** | Weather | | Celebrations | | Animals | | Busy Bodies | | Transport | | Seaside | |
| **MFL** | Les Salutions  (Greetings) | | | | Les Couleurs et les nombres  (colours and numbers 1-10) | | | | Sous l’ocean  (under the sea) | | | |
| **Computing** | Children have experiences using Ipads / laptop  Children will mark make on an Ipad / laptop  Children will know how to find and select an app on an Ipad/ laptop  Children can play games on an Ipad / laptop which include dragging | | | | | | | | | | | |