

2024-2025		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
THEMES TO ENGAGE LEARNING Themes will be developed to suit the interests of the children where possible. The same objectives can be taught through a variety of topics. All themes are suggestions and may change depending upon the children and their own interests and knowledge.		All about me – me, my family and friends Global family Bears Harvest and farming Autumn Autumn walk	Winter Celebrations Our Pets Bonfire night Remembrance Day Diwali Nativity Play Christmas	Lost Words – Wild Wonders Big Birdwatch Chinese New Year Enterprise Week Shrove Tuesday – making pancakes Visit to Arne	Space – Mission X Spring Early planting Tadpoles and frogs Food Easter Spring walk	Lifecycles Butterflies, bugs and insects Gardening	Summer Water Seas and oceans lighthouses Beach safety, sea and sun safety Transition
ONGOING THEMES		weather, date, time, class charter, showing time and talking about home experiences, singing rhymes and songs, maps, globe, yearly events					
3 PRIME AREAS OF LEARNING AND DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Use SCARF materials	Classroom routines and rules. All about me Me and my relationships My special people My feelings	Valuing difference Same and different Different families and homes kindness and caring	Keeping myself safe Keeping my Body Safe Listening to my Feelings People who Help Keep me Safe	Rights and responsibilities Looking after Myself and my Friends Caring for my Environment Looking after Money	Growing & Changing Changes Life Stages Changing bodies	Being my Best Bouncing Back (growth mindset) Healthy eating Exercise and Sleep
	COMMUNICATION AND LANGUAGE New vocabulary linked to themes and books throughout year	Listening carefully Shared stories Following instructions Encourage/model use of full sentences and correct tenses Children talking/ role playing experiences that are familiar to them Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Understand how to listen carefully and why listening is important. Following instructions Asking questions Take part in small group conversations/discussions Use of full sentences and correct tenses Develop vocabulary Retelling stories Story language Listening and responding to stories	Understand how to listen carefully and why listening is important. Listening, asking and understanding questions Ask questions to find out more and to check they understand what has been said to them. Take part in small group conversations as	Understand how to listen carefully and why listening is important. Listening, asking and understanding questions (how, why) Take part in small group conversations as well as whole class Use of full sentences and correct tenses	Understand how to listen carefully and why listening is important. Listening, asking and understanding questions (how, why) Take part in small group conversations as well as whole class Use of full sentences and correct tenses	Understand how to listen carefully and why listening is important. Listening, asking and understanding questions (how, why) Take part in small group conversations as well as whole class Use of full sentences and correct tenses

		<p>Learn rhymes, poems and songs.</p> <p>Autumn poetry basket</p>	<p>Begin to use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs.</p> <p>Autumn poetry basket</p>	<p>well as whole class</p> <p>Use of full sentences and correct tenses using language well</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Spring poetry basket</p>	<p>Describe events in detail – time connectives</p> <p>Sustained focus when listening to a story or completing an activity for a continuous period of time</p> <p>Spring poetry basket</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> <p>Summer poetry basket</p>	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Summer poetry basket</p>
	PHYSICAL DEVELOPMENT GROSS MOTOR Get set 4 PE	Introduction to PE Fundamentals	Ball skills	Dance	Ball Skills	Gymnastics	Games
	FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip - Name writing</p> <p>Mark making</p> <p>Drawing</p> <p>Using tools</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation</p> <p>Drawing</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Drawing</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms</p> <p>recognisable letters most correctly formed</p> <p>Drawing – with increasing detail</p> <p>Using tools</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Cut along a straight line with scissors /</p> <p>Cut along a curved line, like a circle /</p> <p>Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>colour inside the lines of a picture</p> <p>Draw pictures that are recognisable /</p> <p>Build things with smaller linking</p>

			Using tools	Holding Small Items /Button Clothing / Cutting with Scissors Drawing – with increasing detail Using tools			blocks, such as Duplo or Lego
	R.E	Christianity Creation Why is the word God important to Christians? <i>A Muslim whispering Allah in a baby's ear</i>	Christianity Incarnation Why do Christians perform Nativity plays? <i>A Muslim story: Muhammad and the Ants</i>	Christianity Salvation How can we help others when they need it? <i>A Sikh story: Har Gobind and the 52 Princes</i>	Christianity Salvation Why do Christians put a cross in an Easter garden? <i>A Buddhist story: The Monkey King</i>	Christianity Incarnation What makes every single person unique and precious? <i>Hindus celebrating at Raksha Bandhan</i>	Christianity Creation How can we care for our wonderful world? <i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>
4 SPECIFIC AREAS OF LEARNING	LITERACY	Joining in with rhymes and showing an interest in stories with repeated refrains. Understand the five key concepts about print. Sequencing familiar stories through the use of pictures to tell the story. Recognise initial sounds. Name writing activities. Engage in conversations about stories, learning new vocabulary. Dominant hand, tripod grip, mark making, giving	Retell stories related to events through acting/role play. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps with labelled characters Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books Name writing, labelling using initial sounds, story scribing. Retelling stories. Sequence the story.	Read simple phrases and sentences made up of words with known letter– sound correspondences. Read a few common exception words. Write some tricky words such as I, to, the. Begin to write CVC words, labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Re-read books to build up their confidence in word reading, fluency and understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Creating own story maps with speech bubbles. Begin to write captions, labels and simple sentences using phonetically	Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Write for a purpose. Beginning to write phrases and sentences using phonetically plausible attempts at words.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

		<p>meaning to marks and labelling.</p> <p>Writing initial sounds and simple words.</p> <p>Use initial sounds to label characters / images.</p> <p>Names Labels Captions Lists</p> <p>Diagrams Messages – Create a Message centre!</p>	Begin to write a simple sentence made up of simple CVC words.	Create a story board/map.	plausible attempts at words.	<p>Read back what they have written.</p> <p>Begin to use finger spaces and form lower-case and capital letters correctly.</p>	<p>Story writing, writing sentences using some tricky words that are spelt correctly.</p> <p>Read back writing to check for sense.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
	KEY TEXTS	<p>Going on a bear hunt</p> <p>Rosie's Walk</p> <p>Goldilocks and the Three Bears</p> <p>Oliver's Vegetables</p> <p>The Leaf Thief</p> <p>It Was a Cold Dark Night</p>	<p>Winter sleep</p> <p>It was a cold dark night</p> <p>Owl Babies</p> <p>Christmas story</p>	<p>Busy Spring</p> <p>Lost Words</p> <p>Over in the meadow</p> <p>The dawn chorus</p> <p>Robin's winter song</p>	<p>Paxi letters</p> <p>Moon</p> <p>Papa please get the moon for me</p> <p>Moon</p> <p>How to be an astronaut</p> <p>Little Red hen makes a pizza</p>	<p>Ten Seeds</p> <p>The Tiny Seed</p> <p>Supertato</p> <p>Bee</p> <p>King of the Tiny Things</p> <p>I love bugs</p> <p>Bad tempered ladybird</p> <p>What the ladybird heard</p> <p>Lazy ladybird</p> <p>Snail trail</p>	<p>Octopus's garden</p> <p>Somebody swallowed Stanley</p> <p>Alba the 100 year old fish</p> <p>Hole in the bottom of the sea</p> <p>A new house for hermit crab</p> <p>Billy's Bucket</p> <p>Lighthouse</p> <p>Tiddler</p> <p>Hooray for fish</p> <p>Sea</p> <p>Mr Gumpy's outing</p>
	TALK FOR WRITING	<p>Goldilocks and the Three Bears, Going on a Bear Hunt,</p>	<p>Gingerbread Man</p> <p>Christmas Story</p> <p>The Little Red Hen</p>	<p>The Three Billy Goats Gruff</p>	<p>How to Catch a Star</p>	<p>The Enormous Turnip</p>	<p>Little Jack</p>
	PHONICS ELS	<p>Phase 1 and Phase 2</p>	<p>Phase 2</p>	<p>Phase 3</p>	<p>Phase 3</p>	<p>Phase 4</p>	<p>Phase 4/5</p>

	<p>MATHEMATICS Mastering Number (NCETM)</p> <p><i>Subitising</i></p>	<ul style="list-style-type: none"> • perceptually subitise within 3 • identify sub-groups in larger Arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> • continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
		<ul style="list-style-type: none"> • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set 	<ul style="list-style-type: none"> • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, 	<ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of</p>

	<p><i>Cardinality, ordinality and counting</i></p>	<ul style="list-style-type: none"> • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. 	<p>using a range of strategies to develop accuracy</p> <ul style="list-style-type: none"> • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> • become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> • continue to develop confidence and accuracy in both verbal and object counting. 	<p>contexts and with different numbers.</p>
	<p><i>Composition</i></p>	<ul style="list-style-type: none"> • see that all numbers can be made of 1s • compose their own collections within 4. 	<ul style="list-style-type: none"> • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. 	<ul style="list-style-type: none"> • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns 	<ul style="list-style-type: none"> • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> • explore the composition of 10. 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

				<ul style="list-style-type: none"> begin to see that numbers within 10 can be composed of '5 and a bit'. 			
	<i>Comparison</i>	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. 	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
	White Rose Maths – shape space and measure	<p>Explore pattern</p> <p>Compare size, mass, capacity</p>	<p>2d shapes</p> <p>Positional language</p> <p>Time</p>	<p>Length , height</p> <p>Time</p>	<p>3d shapes</p>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts
	UNDERSTANDING THE WORLD Past & present People, culture & communities The natural world	<p>Days of the week</p> <p>Weather</p> <p>Autumn</p> <p>Harvest , farming past/present</p> <p>Sharing family customs, talking about family</p> <p>Hibernation/Habitats</p>	<p>Learning about Diwali – festival of lights.</p> <p><u>Christmas</u></p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Hannukah</p> <p>Light and dark</p> <p>Reflections</p> <p>Electricity</p>	<p>Learning all about Chinese New Year</p> <p>Explore similarities and difference between UK and China</p> <p>Looking at our local area (Blandford).</p> <p>Shrove Tuesday</p> <p>Cold</p> <p>Weather/Winter.</p>	<p>Signs of Spring.</p> <p>Moon and planets</p> <p>The sun</p> <p>Dinosaurs</p> <p>Extinction</p>	<p>Eggs/chicks</p> <p>Growth, parts of a plant. Finding out about how we have grown and changed.</p> <p>Recognising insects, lifecycles</p>	<p>Summer</p> <p>Water</p> <p>Water cycle</p> <p>Rivers</p> <p>Ocean life</p> <p>Boats and ships</p> <p>Floating/sinking lighthouses</p> <p>Sustainability</p> <p>Waste</p> <p>Food chains</p> <p>Boats then /now</p>

	<p>EXPRESSIVE ARTS AND DESIGN</p> <p>During continuous provision children have independent access to drawing, painting, play dough modelling, role play, construction resources etc to enable them to express themselves creatively.</p>	<p>Music – Charanga – Me. Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Music – Charanga – My Stories</p> <p>Use different textures and materials to collage</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Music – Charanga- Everyone</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating a mask</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Printing sculpture</p>	<p>Music- Charanga- Our World</p> <p>Make different textures; make patterns using different colours</p> <p>Pastel drawings, printing, patterns on Easter eggs, Mother's Day crafts/ Easter crafts</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Opportunities to draw\explore with different medium</p>	<p>Music-Charanga- Big Bear Funk</p> <p>Building on existing learning/knowledge</p> <p>Adapt work and add details</p> <p>Share creations, explaining the process they have used in more detail</p> <p>Opportunities to draw\explore with different medium</p>	<p>Music- Charanga- Reflect, Rewind, Replay</p> <p>Continue to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Adapt work and add details</p> <p>Share creations, explaining the process they have used</p>
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