

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Main theme (but not limited to)	Wonderful Me!	Colours	Traditional tales	Yummy Food/ Easter	Adventures and Journeys: our Interests	Animals
Possible Ideas/Lines of enquiry These may change or be replaced depending on child interest.	Wek 1 Settling in 3 days Week 2 All are welcome! Week 3 My favourite clothes, things I like Week 4 My emotions Week 5 My Family Week 6 My friends and me Week 7 Autumn/ Harvest	Week 1 Wow said the Owl: colours around us/ Fireworks night Week 2 Brown bear, brown bear what do you see? / Diwali Week 3 Colour and Me Week 4 A colour of his own Week 5 Nativity story Week 6 Stick man/ Christmas	Week 1 The enormous turnip Week 2 Goldilocks and the three bears Week 3 3 Little pigs Week 4 Gingerbread Man Week 5 Little Red Hen Week 6 Jack and the Beanstalk	Week 1 The very hungry caterpillar Week 2 Oliver's vegetables Week 3 The Runaway pea Week 4 Kitchen Disco Week 5 Handa's Surprise Week 6 Easter story	Week 1 Leo the Knight who wouldn't fight Week 2 The dinosaur who lost his Roar Week 3: Stars and Moon Week 4: Pirates and mermaids Week 5 transports Week 6 fairytales	Week 1 Superworm Week2: Walking through the Jungle Week3: What the ladybird heard Week4: The Great Pet Sale Week5: Dear zoo Week6: Commotion in the Ocean/ The odd fish
Trips and Experiences	Settling into the new school year. Photos of my Family and myself in my favourite clothes. Autumns/ Sounds Walk Harvest festival Celebration	Fireworks night 5 th November Diwali 13/11/24 Christmas nativity Father Christmas letters: walk to the letter box	Chinese New Year Pancake day 13 th February Baking gingerbread man biscuits	Trip to Canizaro park to explore nature in our neighborhood Mother's Day performance Planting vegetables seeds	Polka theater play/workshops in School for EYFS (TBC)	Visit farm in school or Little City workshop (enhancement) (TBC)

Phonics	Monster Phonics Phase 1 Tuning into Sounds Week 1: Environmental Sounds Activity 1/2 Week 2: environmental sounds Week3: Environmental 3/4 Week4: Environmental 4/5 Week5: Environment 5/6 Week 6: environmental 6/7	Monster Phonics Phase 1 Instrumental: Activity 1-10 Monster phonics programme To develop children's listening skills and awareness of sounds in the environment. Hearing initial sounds in your own name. Hearing initial sounds in some words.	Monster Phonics Phase 1 Aspect 4 Activity 1-10 Monster Phonics Programme Understanding when words rhyme. Pre-phase 2 Children will begin to work on initial sounds through games and activities. (ongoing)	Monster Phonics Phase 2 initial sounds Tune into sounds To develop understanding of alliteration Activity 1-10 Pre-Phase 2 Children will begin to work on initial sounds through games and activities. (Ongoing)	Phonics phase sounds Voice sounds: to distinguish between the differences in vocal sounds, including oral blending and segmenting. Children will begin to work on initial sounds through games and activities. (Ongoing)	Phase 2 Phonics Oral blending and segmenting: To develop oral blending and segmenting of sounds in words. Pre-phase 2 Children will begin to work on initial sounds through games and activities. (Ongoing)
Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Remembering parts of a story. Sequencing familiar stories using pictures.	Retell stories related to events through acting/role play. Enjoys an increasing range of books. Beginning to answer why? What? Who? Questions in relation to a story.	Encourage children to record stories through picture drawing/mark making. Beginning to answer to why? What? Who? Questions in relation to a story. Use recently introduced vocabulary during discussions about stories and during role-play.	Ordering and retelling events from a story. Learning the names of the days of the week. Trace over provided words to form a short sentence. Use well-formed short sentences to talk about favourite part of a story.	Talk about the story we read. What does Leo prefer to do instead of fighting? Why? Use your words to talk about how characters might feel in the story. Predict and retell story events. Spot and suggest rhymes.	Can draw pictures of characters in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

Literacy Writing	Show a preference for a dominant hand. Beginning to understand that marks can have a meaning. Making independent marks to convey a meaning during independent learning and play.	My Name letter tracing Enjoy making marks during child-led learning. Beginning to trace over provided lines.	Orally compose sentences Begin to trace over provided lines, to form CVC words. Some children may begin to form letters independently, especially letters of their own names. Beginning to recognise the initial letter of your own name.	Orally compose sentences Begin to trace over provided lines, to form CVC words. Some children may begin to form letters independently, especially letters of their own names. Beginning to recognise the initial letter of your own name.	Begin to trace over provided lines, to form CVC words. Some children may begin to form letters independently, especially letters of their own names. Some children might begin to form CVC words independently. Support and encourage correct letter formation. Beginning to recognise the initial letter of your own name.	Being able to sequence a series of events. Looking listening and enjoying a range of books. Continue to give meaning to own marks Independent letter formation in writing.
Key story books (can be adapted and changed each year)	All are welcome! We all belong Monster Clothes Hello Friend Where is Lenny? Colour Monster Amazing Autumn	Wow! Said the Owl! Brown bear, Brown bear, what do you see? A colour of his own Colour and me The Nativity story Stick Man	The enormous turnip Goldilock and the three bears 3 little pigs Gingerbread Man Little red hen	The very hungry caterpillar Oliver's Vegetables Supertato/ The runaway pea Kitchen Disco Handa's Surprise Easter story	Leo the knight who wouldn't fight The dinosaur who lost his roar How to catch a star/ whatever next? Oi Frog? Noisy Poems You can't let an elephant drive a digger. / Mr Gumpy's outing PSED: the Growing Story	PSED: Pink is for boys Superworm Walking through the Jungle What the ladybird heard The Great pet sale The journey home Commotion in the Ocean/ The odd fish
Mathematics (White Rose Maths) Numbers Shapes	More than, fewer than, same Explore and build with shapes and objects Hear and say number names I see 1, 2, 3 Explore repeats Join in with repeats		Explore position and space Compare and sort collections Begin to order number names Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes		Take and give 1, 2, 3 Talk about dots Show me 5 Stop at 1, 2, 3, 4, 5 Make games and actions (subitising) Match, sort, compare	

Communication and Language	Listening to stories with increasing attention. Retelling simple events from a story using own words. Beginning to express own ideas using 4/5 words in a sentence. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Weekly show and tell Understand two-part instructions.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, Learning descriptive vocabulary. Continuing to practise expressing ideas in a group. Make links to festivals that the children celebrate and talk about shared experiences. Listening to stories and developing vocabulary. Songs – Nativity and Christmas songs.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking and answering how and why questions Sharing Christmas holiday news.	use a wide range of vocabulary, understand why questions, be able to express a point of view. Sustained focus when listening to a story. Understanding and using question words such as what, where, who Articulate ideas and thoughts in well-formed sentences	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened to their lives and in their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Listen out for rhymes in stories, to play initial rhyming games during carpet times. Listening to and talking about stories we listen to in class.
Understanding the World Past and Present People, Culture and Communities The Natural World	-Focus on ‘Myself’ and what makes me a unique and valued individual – my body, things I like, my family. -Explore and share special family events. Getting to know my school. -Signs of Autumn - 5 senses and how we learn through these. -Harvest Festival – change in seasons and states of matter	-Bonfire night - Firework safety -Diwali explores the festival of lights! Explore the Diwali celebration in Hindu families -Animals habitats / Seasons -Christmas now and then/toys - Nativity story Christmas season – explore Catholic Faith as we celebrate different festivals and events.	Where do vegetables grow? (underground/ plants) Make porridge (consistency/ how does it taste? Follow the recipe instructions. Talk about taste and consistency by using your 5 senses. Materials: explore and talk about different construction materials: wood, brick, metal, plastic, cardboard. Floating/ sinking (biscuits break in water?? Why? Science investigation Where does bread come from? Different types of bread around the world	Healthy and unhealthy foods/ butterfly lifecycle Seeds planting (tomatoes/ potatoes/ cress) Bean life cycle/experiment Learn about the difference between fruits and vegetables. Which vegetables and fruits grow in the UK? And around the world? -Mother’s Day	Understanding growing and changes in human life cycle Learning about Volcanoes learning about planets and Space Ships and Sea Transport in our city and transport from the past	- explore far animals at Bocketts farm -Fathers Day Explore our garden and look for minibeasts Explore Summer season: what are the changes in the environment around us? At the seaside: learn facts about the seaside.

			-Chinese New Year – Exploring the Chinese culture. -Valentine’s day			
Expressive Arts and Design Creating with materials	Explore different materials to create a portrait of ourselves. Explores colours and materials. Show different emotions in their drawings and paintings, like happiness, sadness etc.. Explore different art techniques and materials freely, to develop their ideas and create their own artwork. Learn how to paint a self-portrait – thinking about colours, shapes and features Autumn activities; leaves painting/ salt dough hedgehog or leaf painting	Explore colour mixing Link colours to festivals Explore techniques and tools to make firework picture – Manipulate salt dough to make a diva lamp for Diwali. Christmas craft: Christmas wooden decorations.	Take part in pretend play, using objects to represent something else. Begin to develop complex stories using small world equipment. Explore different materials freely to express and develop own ideas. Explore colour and colour mixing. Activities example: Chinese New Year crafts – make lanterns. Make Goldilocks and the bears figurine using paper, wool, and paint. Making houses for the pigs using sticks, hay and painted Lego bricks. Design our gingerbread man/ playdough/ paint Make bread out of playdough or hen decoration with wool/ feathers.	Develop own ideas and decide which material to use to express them. Join different materials and explore different textures. Activities examples: Design your hungry caterpillar using pom poms and paper leaves. Paint your favourite fruit. Collage your favourite vegetable. Design your Supertato potato Playdough fruits	Begin to develop complex stories using small world equipment Take part in pretend play, using objects to represent something else. Join different materials and explore different textures Activities examples: Make princesses crowns and knight shields. Dinosaur painting Stars decoration or alien creations Mermaid creation: scaly tail and child’s face / pirate hats/ pirates treasure map making with teabags Vehicle design with junk modelling and lego	Painting your favourite farm animal Make a walk through the jungle scene in a shoe box/ model plasticine to make your own jungle animal. Create worms using cheerios Create a map from the story: What the ladybird heard Free creations with junk modelling and art resources in class. Summer bracelets: make threading colorful beads. Create jellyfish under the sea topic. Make igloos for artic animals

Being Imaginative and Expressive	Singing songs and learning some familiar songs. Learning to develop storylines in their pretend play. Poem recital Take part in pretend play, using objects to represent something else. Role-play – home corner. Small world play	Christmas songs. Performing the Nativity. Role-play – Christmas post office, Santa’s Workshop	Remember and sing entire songs/rhymes Play instruments with increasing control to express feelings. Role-playing the story – Make up own versions, Enormous Carrot Finger puppets to tell the story of Goldilocks and the Three bears and the Three little pigs. Constructions site outdoors for the three little pigs houses. Learning and singing Goldilocks song. Create a jack Beanstalk in class and use it for children to retell the story.	Remember entire songs and rhymes. Create their own song or improvise a song. Play instruments with control. Sing along to nursery rhymes.	Small world play Role play in the role play area Outdoors role play props to encourage acting out of stories	Role play Dance to songs Listen with increased attention to sounds. Make imaginative and complex small world with blocks and construction.
Physical Development Fine motor	Fine motor activities - threading, cutting, playdough, tweezers Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements Hold pencil/paint brush practising a tripod grip. Sky writing games Pouring, scooping up activities using sand, lentils, rice, water.	Continue to develop fine motor skills through threading, cutting, weaving, playdough, tweezers. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Beginning to show preference for dominant hand. Continue to practise cutting skills. Mark making in flour, sand, lentils. Continue to develop fine motors through small	Continue to develop fine motor activities as needed, threading beads on pipe cleaners, cutting, weaving, playdough, tweezers with small pompoms Begin to form some letters correctly. Encourage children to draw freely. Cutting with Scissors	Continue to develop fine motor activities as needed, threading, cutting, weaving, playdough playdough Threading, tracing over lines, building with Lego bricks, turning coins with pinchy fingers.	Continue to develop fine motor activities as needed, threading beads on pipe cleaners, cutting, weaving, playdough, tweezers with small pompoms Begin to form some letters correctly. Encourage children to draw freely. Cutting with Scissors Beginning to write letters of own name.	Continue to develop fine motor activities as needed, threading beads on pipe cleaners, cutting, weaving, playdough, tweezers with small pompoms Begin to form some letters correctly. Encourage children to draw freely. Cutting with Scissors Beginning to write letters of own name.

		peg and holes activities, Duplo and Lego blocks.				
Physical Development Gross motor	Proprioception and space awareness games. Stop and go songs and games. Running, balancing and climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene.	Ball skills- throwing and catching. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Pedal bikes and two-wheeled scooters.	Ball skills - pushing, throwing & catching, patting, or kicking. Dance and move to music. Make obstacle courses to practise balancing.	balancing on blocks, running safely and negotiate space, yoga, Air tracing dance with ribbons, tricycles and balancing bikes	balancing on blocks, running safely and negotiate space, yoga, Air tracing dance with ribbons, tricycles and balancing bikes	. Skipping ropes Obstacle circuits Vehicles available on playground Different ways of moving to be explored with children: move like animals do.
RHE /PSHE SCARF Coram life education	Me and my relationships -What makes me special People close to me Getting help Keeping myself safe -Healthy Eating-Importance of exercise	Similarities and differences. Celebrating differences Showing kindness Listening to my feelings -Self regulation – zones	Keeping my body safe People who help us stay safe	Looking after myself Looking after others Looking after my environment	-I can keep trying -I can do it! - what does my body need?	Growing and changing in nature When I was a baby Girls/Boys
RE SoW RE programme	-Branch 1: Creation and Covenant	-Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: desert to garden	Branch 5: to the ends of the earth	Branch 6: Dialogue and encounter
JPP	Attentive and Discerning	Compassionate and loving	Faith filled and hopeful	Eloquent and truthful	1 Learned and Wise	2 Curious and Active