



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	<b>PSHE (JIGSAW SCHEME)</b>	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Physical Development</b>	<b>Physical Education</b>	All About Me- Exploring Our Bodies and Ways to Move. Working Together and Playing Together		Gymnastics and Using Large Equipment  Dance- Moving and Expressing Ourselves		Developing Ball Skills  Athletics- Working Together as a Team.	
<b>Communication and Language</b>		Small Group Activities Speaking and Listening Groups High-Quality Interactions	Small Group Activities Speaking and Listening Groups High-Quality Interactions	Small Group Activities Speaking and Listening Groups High-Quality Interactions	Small Group Activities Speaking and Listening Groups High-Quality Interactions	Small Group Activities Speaking and Listening Groups High-Quality Interactions	Small Group Activities Speaking and Listening Groups High-Quality Interactions
<b>Literacy</b>	<b>English</b>	Read, Write Inc. daily Phonics Programme Nursery Rhymes Traditional Tales	Read, Write Inc. daily Phonics Programme Nursery Rhymes Traditional Tales Poetry Fiction/Non-fiction	Read, Write Inc. daily Phonics Programme Nursery Rhymes Traditional Tales Poetry Fiction/Non-fiction	Read, Write Inc. daily Phonics Programme Nursery Rhymes Traditional Tales Poetry Fiction/Non-fiction	Read, Write Inc. daily Phonics Programme Nursery Rhymes Traditional Tales Poetry Fiction/Non-fiction	Read, Write Inc. daily Phonics Programme Nursery Rhymes Traditional Tales Poetry Fiction/Non-fiction
<b>Mathematics</b>	<b>Maths</b>	<b>Pupils will:</b>		<b>Pupils will:</b>		<b>Pupils will:</b>	

	<b>(NCETM)</b>	<ul style="list-style-type: none"> <li>• build on previous experiences of number from their home and nursery environments</li> <li>• further develop their subitising and counting skills to five.</li> <li>• explore the composition of numbers within 5.</li> <li>• They will begin to compare sets of objects and use the language of comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5.</li> <li>• They will begin to identify when two sets are equal or unequal (odds and evens)</li> <li>• Connect two equal groups to doubles. Begin to connect quantities to numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate their counting skills</li> <li>• Count to larger numbers and developing a wider range of counting strategies</li> <li>• . They will secure knowledge of number facts through varied practice.</li> </ul>
<b>Understanding The World</b>	<b>Science</b>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Name and describe animals that live in different habitats</p> <p>Explore a range of materials and how they can be changed</p> <p>Observe living things throughout the year</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Listen to sounds outside and identify what made them</p> <p>Observe living things throughout the year</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Observe living things throughout the year</p> <p>Explore how objects move in water</p> <p>Explore how to change how things work</p> <p>Learn about the Earth, Sun , moon, planets and stars</p>
	<b>Geography</b>	<p>Explore the natural world around them.</p> <p>Local Environment</p> <p>Identifying physical and human features of in environment.</p>	<p>Draw information from a simple map</p> <p>Recognise that some environments are different from the one in which they live.</p> <p>Develop an awareness that environments change</p>	<p>Understands that some places are special to their community</p> <p>Talk about differences (in countries) they have seen in photos or experienced.</p>
	<b>History</b>	<p>Comment on images of familiar situations in the past.</p> <p>Comprehend the passing of time.</p>	<p>Compare and contrast characters from stories including figures from</p>	<p>Texts, artefacts and pictures that support children’s understanding of past and present.</p>

				the past in Nursery Rhymes and Traditional Tales Talk about the roles of significant members of society		Using sources, first hand experiences, and storytelling to construct accounts of past times and people.	
<b>Expressive Arts and Design</b>	<b>Art and Design (KAPOW)</b>	<b>Drawing:</b> Marvellous Marks		<b>Painting and Mixed Media:</b> Paint My World Megan Coyle		<b>Sculptures and 3D:</b> Creation Station Beth Cavener, Julie Wilson	
	<b>Design Technology (KAPOW)</b>	<b>Structures:</b> Junk Modelling		<b>Textiles:</b> Bookmarks		<b>Food:</b> Soup	
	<b>Music (KAPOW)</b>	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
<b>SMSC</b>	<b>British Values</b>	Mutual Respect	Mutual Tolerance	Rule of Law	Individual Liberty	Democracy	Recap All British Values
	<b>Religious Education</b>	I Am Special (Islam) Harvest	Prayer Christmas (Hinduism)	Stories Jesus Heard Stories Jesus Told	Easter	Special Places (Hinduism, Islam) Special Times (Judaism, Sikhism)	Friendship