



		Autumn One Super Duper Me! Hook - dressing up	Autumn Two Rainbows and Stars Hook - Colour Carnival	Spring One A Twist of Tales Hook - Different fairy tales to explore in the classroom	Spring Two Tickets Please! Hook - drive in cinema	Summer One Paws Claws and Whiskers Dress up as ladybirds	Summer Two Whose Shoes Hook - Little town
P.S.H.E. (Jigsaw - Whole School Theme)		Being Me Mixed	Celebrating Differences Remixed	Dreams and Goals After the Fall	Changing Me Here we are	Relationships The Boy, the mole, the fox and the horse	Healthy Me Pinocchio
English	Non-fiction		Diwali Christmas books The Christmas Story		Easter story	Trip to Goodwood Farm Farm book	Visitors for different jobs Little People Big Dreams
	Fiction (including Poetry)	Mark Making Journey - Press here by Hervé tullet Supertato by Sue Hendra The Lion Inside by Rachel Bright Super duper me by Sophy Henn	How to catch a rainbow by Naomi Jones The Rabbit the dark and the biscuit tin by Nicola O'Byrne	Traditional fairy tales Goldilocks, 3 little pigs, Little Red Riding Hood, Jack and the beanstalk You Choose Fairy Tales -Pippa Goodheart	Emma Jane's Aeroplane by Katie Haworth Disney Cars - description	What the Lady bird heard - by Julia Donaldson	Clothes Line Clues to jobs people do - Kathryn heling
Maths		NCTEM Maths - Match , sort and compare - Pattern - Measure - Shapes	NCTEM Maths 1,2,3 - Subitising 4, 5 - Composition - Comparing - Cardinality	NCTEM Maths 5 and a bit - Counting - One more/ less 6 and not 6 - Subitising - Making 7 with two parts.	NCTEM Maths - Whole - Equal parts - Odd and even - Counting things that can't be seen	NCTEM Maths - Pairs of number to 10. - Recap counting, subitising	NCTEM Maths_- Revising Learning - Comparison with 10 - Composition of numbers within 10 - Pairs of numbers to 10 and 5
Understanding of the World Science History Geography		Harvest Self portraits My family Homes Interests Geography - Where I live History - Old and new toys - family history Science - Autumn	Diwali Bonfire night Christmas Colours Colour experiments Science; Winter and Nocturnal animals	Traditional fairytales Building houses - construction Mixed up fairytales New Year Chinese New Year Valentines Day Shrove Tuesday Geography; Map work and comparing two environments	Geography - Countries - Emma Jayne History - Vehicles old and new Science - Floating and sinking - boats	St David's Day Holi St Patricks Day Mothering Sunday Easter St Georges Day Science - lifecycle of a butterfly	Science - Summer History; uniforms through time Geography - visitors - communities

		History - Isaac Newton discovering colours in the rainbow. Geography - Look at the 'Northern Lights' where do these happen?	History; Disney princesses through time Science; Beanstalk		Geography - Farms around the world History - Farming in the past - equipment	
Personal, Social and Emotional development	Getting changed Going to the toilet Using a knife and fork Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Think about the perspectives of others. See themselves as a valuable individual. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.	Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.	Identify and moderate their own feelings socially and emotionally Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.	Show resilience and perseverance in the face of challenge. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.
R.E.	Harvest - It's good to share. Visit to the church. What makes every single person unique and precious?	Christmas - Church visit Why do Christians perform Nativity plays a Christmas?	Why is the word God important to Christians?	Easter - Why do Christians put a cross in an Easter garden?	How do we look after our world?	How can we help others when they need it?
Communication and Language	Neli programme	NELLIE PROGRAMME	Learn new vocabulary		Describe events in some detail.	

	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Learn new vocabulary Use new vocabulary through the day. Learn rhymes, poems and songs. Engage in non-fiction books. Use new vocabulary in different contexts. Develop social phrases.	Understand how to listen carefully and why listening is important.	Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Connect one idea or action to another using a range of connectives.	Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Art and Design		Mixing colours		Art - Hot air balloons	Art - Steven Brown Animals	
Design and Technology	Fixing materials making a house using simple tools		DT - making porridge and gingerbread men			DT - making a shoe
Physical Education	Fine motor balancing, skip, hop, roll, transportation gross motor - big toys	Ball skills Moving skills Fine motor skills	Combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Ball skills Making shapes gym	Gym Bat skills Hitting skills	Country dancing	Sports day
Music	Body procession Listening to music EYFS - Me (old scheme)	EYFS - My Stories (Old scheme)	EYFS - Everyone (old scheme)	EYFS - Our World - (Old scheme)	EYFS - Our World - (Old scheme)	EYFS - Reflect, Rewind and Replay -