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|  | **Autumn** | | **Spring** | | **Summer** | |
| Pathways book | Peace at last | Three little pig | I’m Going to Eat this Ant | The pirates are coming | Gigantosaurus | SuperTato |
| Themes | All about me  Homes and houses  Families | Traditional Tales  Christmas | Creepy Crawlies | Treasure island | Dinosaurs  Animals  Jungles | Superheros |
| Focus Texts (subject to change) | The Great Big Book of Families  Tiger who came to Tea  Dogger  Here we are  LuLu’s First Day  The House in the Woods | Trad Tales  Three Little Pigs  Three little wolves and the big bad pig  Beware of the storybook wolves  Red Riding Hood  The Jolly Christmas Postman | The Hungry Caterpillar  The Tiny Seed  We’re going on a bear hunt  Owl Babies  The Gruffalo | The Pirates are Coming The Night Pirates  Pirates wear underpants  My Granny is a pirate  Ten little pirates | Tyrannosaurus Drip  Harry and his bucketful of dinosaurs  Mary Anning – little people, big dreams | Supert ato  Whatever next  The dinosaur that pooped a planet  Capatain underpants |
| Understanding the World | Seasonal Change  Understanding of community, cultures and people through diverse books and stories | | | | | |
| Begin to make sense of their own life story  Show interest in different occupations | Continue to develop positive attitudes about the differences between people  Talk about what they see using a wide vocabulary  Use all their senses in hands on exploration of natural materials | Begin to understand the need to respect and care for the natural environment and all living things  Know that there are different countries in the world and talk about photos or their experiences | Talk about what they see using a wide vocabulary  Continue to develop positive attitudes about the differences between people  Know that there are different countries in the world and talk about photos or their experiences | Understand the key features of the life cycle of an animal  Use all their senses in hands on exploration of natural materials | Use all their senses in hands on exploration of natural materials |
| Rising Stars | Unit 18- Biscuit Bears | Unit 5- Vets And Pets | Unit 3- Mud Glorious Mud | Unit 15-Pirates | Unit 7-Dinosaurs | Unit 6- Superhero Materials |
| Expressive Arts and Design | Explore the use of colour and design  Explore tools and their uses | Make use of props and materials in the role play area to re-create well known stories | Make use of props and materials in the role play area to re-create well known stories  Perform songs and stories and pitch match songs | Explore the use of a range of tools  Have preferences for forms of expression and explain my use of materials and design | Develop own designs and select materials  Create and adapt designs | Explore the use of a range of tools  Have preferences for forms of expression and explain my use of materials and design  Develop pencil and tool control to create complex and detailed picture |
| Art and Design based Skills | Colour identification  Colour mixing | Drawing with accuracy  Selecting tools for a purpose | Primary colours  Colour mixing with intent | Joining materials together | Exploring the use of textures | Consolidation and depth |
| Communication and Language | Starting to use talk with familiar adults and peers creating sentences in their play  Following instructions  Answering questions (what, who, where, when) | Use short sentences to explain  Listen to stories and songs with interest and engagement  Using a wide range of words appropriately and in context | Joining in with familiar stories and rhymes  Using different vocabulary including scientific and linked to stories  Starting to show understanding of ‘why’ questions | Respond appropriately when questioned  Pose my own simple questions to find out more  Develop vocabulary  Join in and recall stories with repetition | Take turns to speak in a conversation  Explore the use of conjunctions to connect ideas  Use language to explain, retell, describe | Respond to a range of question types- particularly link to ‘why’ questions  Express a point of view  Develop a wide ranging vocabulary- scientific and descriptive |
| Personal, Social and Emotional Development | Rules and responsibilities linked to feelings  Healthy lifestyles (inc teeth, food, exercise) | Friendships  Working together and building play  Developing sense of community | Building independence  Select and use resources  Showing more confidence in new social situations | Feelings  Managing hygiene in terms of hand washing, toileting etc. | Develop understanding of others feelings  Understand and follow rules | Maintaining relationships  Developing ways to solve conflicts and rivalries |
| Physical Development | Revise and use fundamental movement skills e.g. run, jump hop  Use core muscle strength to achieve good posture (start to develop handwriting posture) | Develop dominant hand for pencil control | Negotiate space and obstacles safely  Use different movement styles to match situations e.g. crawling through tunnels etc.  Use a range of tools effectively including pencils and scissors | Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. | Demonstrate different ways of moving  Use of large scale movements and balancing  Using one handed tools and equipment | Use a range of small tools effectively- drawing with accuracy  Develop the skills needed to get through the school day e.g. lining up  Developing a comfortable pencil grip |
| Literacy | Phase 1 Phonics  Developing mark making skills through gross motor movements  Join in with stories, rhymes and songs | Phase 1 Phonics  Developing play linked to stories and retelling  Sequencing and retelling stories  Developing print knowledge | Phase 1 Phonics  Development of fine motor skills  Starting to show interest in letters of their name and familiar others e.g. m for mum | Phase 1 Phonics  Using story vocabulary in play  Writing letters from name (not all)  Fine Motor Skills linked to mark making | Phase 1- strong focus on segmenting and blending orally  Initial sounds  Rhyming  Developing emergent writing  Acquiring and using new vocabulary | Phase 1- strong focus on segmenting and blending orally  Initial sounds  Rhyming  Developing emergent writing  Sequence and retell events and stories  Write own name |
| Maths | Colours - Red, Blue, Yellow  Colours - Green, Purple, Mix of Colours  Match - Buttons and colours Matching towers, Matching shoes  Match - Match number shapes  Match shapes Pattern  Handprints- big and small  Sort- Colour, Size, Shape  Sort - What do you notice? Guess the rule, | Number 1 - Subitising, Counting, Numeral  Number 2 - Subitising dice pattern random  pattern  Subitising – different sizes  Number 2 - Counting, Numeral,  Pattern - Extend AB Colour, Patterns, Extend AB, Outdoor, Patterns, AB  Movement Patterns  Pattern - Fix my Pattern, Extend, ABC, Colour patterns, Extend ABC Outdoor Patterns  Consolidation, Activities – Winter - activity week | Number 3 Subitising  3 Little pigs  1:1 counting  Numerals/Triangles  Number 4 - 1:1 counting  Numerals Squares/rectangles  Number 4 - composition of 4  Number 5 -1:1 counting  Numerals Pentagon  Number 5 - composition  of 5 | Consolidate 1- 5  Number 6  Introduce 10 frame  Height & Length  Tall and short  Long and short  Tall/long and short  Mass Relate to books  3 little pigs  goldilocks  Capacity Consolidation | Sequencing Positional  Language More  than/fewer than  Shape – 2D  Revisit pattern from  Autumn  Shape – 3D  Revisit pattern from  Autumn  Consolidation:  More than/fewer  one more and one less | Number  composition  1 – 5 Revision  What comes after?  What comes before?  Numbers to 5 Consolidation / Activity  weeks  SUMMER Consolidation  Activity weeks |