


**Autumn**

**Spring**

**Summer**

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|--|---|---|---|--|--|--|
|  | Village Walk<br>'Camping'<br>Stay and Play<br>Church Visit<br>Theatre Visit<br>Perform the Nativity story   |   | Village walk<br>Stay and Play<br>Church Visit – Easter<br>'Big Science' Day<br>Little Ballers Physical Development Skills Day   |  | Durham Cathedral visit<br>Village walk<br>Sculpture Park and Local Landmarks<br>Ray Lonsdale Studio Visit<br>Life Centre Trip with parents   |  |
| <b>Branching Out</b><br><br><b>Key Texts</b>                                     | In Every House on Every Street<br>Heroes Who Help Us<br>Fletcher and the Falling Leaves<br>Perfectly Norman   | Martha Maps It Out<br>The Five Senses<br>Silent Night<br>Pumpkin Soup<br>Why Should I Brush My Teeth?   | Once There Were Giants<br>The Big Book of Blooms<br>Jackson Pollock Splashed Paint and Wasn't Sorry   | The Big Book of Bugs<br>Caterpillar to Butterfly<br>Listening to My Body   | Under the Ramadan Moon<br>In My Mosque<br>The Most Exciting Eid  | Little People, Big Dreams: Mae Jemison<br>One Giant Leap<br>Little People, Big Dreams: Neil Armstrong  |
| <b>Communication and Language</b>  | Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, Book Talk sessions, singing, bespoke speech and language interventions and weekly interventions.   |   |   |  |  |  |
| <b>Physical Development</b>  | <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Co-operation games</li> <li>Climbing safely on equipment</li> <li>Explore different ways of moving</li> <li>Ball skills – throwing, bouncing and catching</li> <li>Encourage children to develop good personal hygiene (wash hands snack/lunch, using tissues etc</li> <li>Regular reminders about handwashing and using the toilet</li> </ul>  |   | <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Move along a balance beam unaided</li> <li>Throw and catch a ball</li> <li>Jump off an object and land appropriately</li> <li>Negotiate space successfully in running and chasing games</li> <li>Adjust speed and change direction to avoid obstacles in playing space</li> </ul> |  | <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Moving and responding to music</li> <li>Demonstrate balance in dance related music activities</li> <li>Stretch, reach extend in a variety of ways and positions</li> <li>Control their body and perform specific movements on command</li> <li>I can recognise that actions can be reproduced in time to music; beat, patterns and different speeds</li> </ul> |  |
|  | <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Manipulate objects with increasingly good fine motor skills</li> <li>Show preference for a dominant hand</li> <li>Draw anti-clockwise circles using gross motor movement</li> <li>Draw and retrace a line with gross motor movement</li> <li>Begin to write CVC words in Sounds Write sessions</li> <li>Hold pencil/paintbrush beyond whole hand grasp</li> <li>Begin to use tripod grip when holding pencil</li> <li>Develop muscle tone to put pencil pressure on paper</li> </ul> |   | <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Use correct letter formation with more consistency</li> <li>Form recognisable letters</li> <li>Handle tools, objects, construction and malleable materials with increasing control</li> <li>Hold pencil effectively with increasing control and independence</li> </ul>            |  | <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Develop pencil grip and letter formation continually</li> <li>Use one hand for fine motor tasks</li> <li>Write in English books between lines with some letters sitting on the line</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in most cases</li> </ul>   |  |
| <b>Personal, Social and Emotional Development</b>                                | <b>Self-Regulation: My feelings</b> <ul style="list-style-type: none"> <li>Identifying my feelings</li> <li>Feelings jars</li> <li>Coping strategies</li> <li>Describing feelings</li> <li>Facial expressions</li> </ul>  | <b>Building Relationships: Special Relationships</b> <ul style="list-style-type: none"> <li>Special People</li> <li>Sharing</li> <li>I am unique</li> <li>Similarities and differences</li> </ul> | <b>Managing Self: Taking on challenges</b> <ul style="list-style-type: none"> <li>Why do we have rules?</li> <li>Building towers</li> <li>Team den building</li> <li>Grounding</li> <li>Team races</li> </ul>   | <b>Self-Regulation: Listening and following instructions</b> <ul style="list-style-type: none"> <li>Simon says</li> <li>Listening to a story</li> <li>Pass the whisper</li> <li>Blindfold Walk</li> <li>Treasure Hunt</li> </ul> | <b>Building Relationships: My family and friends</b> <ul style="list-style-type: none"> <li>Simon says</li> <li>Sharing</li> <li>What makes a good friend?</li> <li>Being a good friend</li> <li>Celebrating friendships</li> </ul>  | <b>Managing Self – My wellbeing</b> <ul style="list-style-type: none"> <li>What is exercise?</li> <li>Yoga and relaxation</li> <li>Looking after ourselves</li> <li>Being a safe pedestrian</li> <li>Eating healthily</li> </ul> |
| <b>Comprehension – Book Talk</b>   |   |   |   |  |  |  |
| <b>Literacy</b>  | Each Peach Pear Plum<br>Owl Babies<br>Peace At Last   | The Tiger Who Came to Tea<br>Little Robin Red Vest<br>The Christmas Story   | Ruby's Worry<br>Billy's Bravery<br>The Naughty Bus  | Tilda Tries Again<br>Little Red Riding Hood<br>Lost and Found  | Whatever Next<br>The Way Back Home<br>Hansel and Gretel  | The Last Wolf<br>A Planet Full of Plastic<br>Look Up!  |

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| Word Reading - Sounds Write   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Segment, blend and manipulate sounds in words with the CVC structure</li> <li>Units 1-7</li> </ul> | <ul style="list-style-type: none"> <li>Unit 8 – vcc and cvcc words</li> <li>Unit 9 – ccvc words</li> <li>Unit 10 – ccvcc and cccvc words</li> <li>Unit 11 – cvc, cvcc and ccvc words</li> </ul> | <ul style="list-style-type: none"> <li>Consolidation: Bridging Lesson - Some spellings are written with two different letters<br/>/k/: &lt;c, k, ck&gt;, /ch/: &lt;ch, tch&gt;, /l/: &lt;l, ll, le&gt;, /w/: &lt;w, wh&gt;</li> </ul> |

| Writing – Letter Join & Drawing Club   |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>To introduce vocabulary to describe pre-writing patterns</li> <li>To form pre-writing patterns correctly</li> <li>Begin to form lower case letters correctly</li> </ul> | <ul style="list-style-type: none"> <li>To know that each letter can be referred to as a sound</li> <li>To form lower case letters with more accuracy</li> </ul> | <ul style="list-style-type: none"> <li>To form all of the printed letters of the alphabet and correctly write words using printed letters</li> <li>Learn how to form capital letters</li> <li>Begin to write letters on a line more accurately</li> </ul> |

| Drawing Club   |   |  |   |  |   |
|--|---|--|---|--|---|
| <ul style="list-style-type: none"> <li><b>Book:</b> The Colour Monster, Anna Llenas</li> <li><b>Tale:</b> The Three Little Pigs</li> <li><b>Animation:</b> Mr Benn -Zookeeper</li> <li><b>Book:</b> Christopher Pumpkin, Sue Hendra &amp; Paul Linnet</li> <li><b>Tale:</b> Goldilocks</li> <li><b>Animation:</b> Captain Pugwash</li> </ul> | <ul style="list-style-type: none"> <li><b>Book:</b> Meg and Mog, Helen Nicoll &amp; Jan Pienkowski</li> <li><b>Tale:</b> The Gingerbread Man</li> <li><b>Animation:</b> Bananaman</li> <li><b>Book:</b> The Christmas Pine, Julia Donaldson</li> <li><b>Tale:</b> Billy Goats Gruff</li> <li><b>Animation:</b> Bagpuss</li> </ul> | <ul style="list-style-type: none"> <li><b>Book:</b> Superworm, Julia Donaldson</li> <li><b>Tale:</b> Jack and the Beanstalk</li> <li><b>Animation:</b> Pink Panther</li> <li><b>Book:</b> Mixed, Arree Chung</li> <li><b>Tale:</b> The Magic Porridge Pot</li> </ul> | <ul style="list-style-type: none"> <li><b>Book:</b> The Odd Egg, Emily Gravett</li> <li><b>Tale:</b> Hansel and Gretel</li> <li><b>Animation:</b> The Magic Roundabout</li> <li><b>Book:</b> The Giant Jam Sandwich</li> <li><b>Tale:</b> Little Red Hen</li> </ul> | <ul style="list-style-type: none"> <li><b>Books:</b> Whatever Next, The Way Back Home</li> <li><b>How are craters formed?</b></li> <li><b>How to make a sandwich.</b></li> <li><b>Who was Neil Armstrong?</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Book:</b> Lost and Found</li> <li><b>Floating and Sinking observations</b></li> <li><b>Who was Mae Jemison?</b></li> <li><b>My wishes for the future</b></li> </ul> |

| Maths  |  |  |   |  |   |
|--|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Match, sort and compare</li> <li>Talk about measure and patterns</li> <li>It's me 1,2,3</li> </ul> | <ul style="list-style-type: none"> <li>Circle and Triangles</li> <li>1,2,3,4,5</li> <li>Shapes with four sides</li> <li>Consolidation</li> </ul> | <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and Capacity</li> <li>Growing 6, 7, 8</li> <li>Length, Height, Time</li> </ul> | <ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> <li>Consolidation</li> </ul> | <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose</li> </ul> | <ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> <li>Consolidation</li> </ul> |

| Past and Present  |  |   |  |   |  |
|---|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>Comment on photos of our family – naming who they can see and what relation they are to them</li> <li>Talk about what they do with their family</li> </ul> | <ul style="list-style-type: none"> <li>Talk about what happens in places that matter in our village – the church, the post office, the community centre, doctors, park, the shop</li> <li>Learn about the jobs that people in places that matter in our community do and why they are important</li> </ul> | <ul style="list-style-type: none"> <li>Talk about key milestones from when I was a baby until now – when I learned to walk, talk, 1<sup>st</sup> birthday, started school</li> <li>Talk about how I look and how I have changed since I was a baby</li> </ul> | <ul style="list-style-type: none"> <li>Learn about the change in monarch from Queen Elizabeth II to King Charles III</li> <li>Discuss how things we use now have changed over time – phones, TVs, computers</li> </ul> | <ul style="list-style-type: none"> <li>Find out about the life of a significant person – Mae Jemison, the first African American female to go into space</li> </ul> | <ul style="list-style-type: none"> <li>Find out about the lives of a significant people – Neil Armstrong, the first man on the moon</li> <li>Find out about the first moon landing and why it was such a significant moment</li> <li>Know that this happened well before my parents were born</li> </ul> |

| People, Culture and Communities   |   |   |  |   |   |
|---|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>Talk about my home and my street</li> <li>Know what village I live in and what village my school is in</li> <li>Found out about the importance of our church in our community</li> </ul> | <ul style="list-style-type: none"> <li>Know my address, number and street name</li> <li>Find places that matter on a map of our village - the church, the post office, the community centre, doctors, park, the shop</li> </ul> | <ul style="list-style-type: none"> <li>Find which country some trees and plants originate – where do cherry blossoms come from?</li> <li>Explore Lunar New Year – why it is special and who celebrates it</li> <li>Find out about life in another country (Japan, China)</li> </ul> | <ul style="list-style-type: none"> <li>Buddhism – know that Buddhism is another religion that people follow, there are special stories about Buddha</li> <li>Find out how Christians celebrate Easter</li> </ul> | <ul style="list-style-type: none"> <li>Islam – find out about the Prophet Muhammed and why he is special</li> <li>Find out about Ramadan and why the moon is so significant during this special time</li> </ul> | <ul style="list-style-type: none"> <li>Find out about special things in a church such as the alter, pews, cross symbol</li> </ul> |

| The Natural World  |   |   |  |  |   |
|--|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>Talk about the changes in the seasons and how the temperature changes throughout the year</li> <li>Talk about what hibernation means and which animals need to hibernate</li> </ul> | <ul style="list-style-type: none"> <li>Explore the five senses and know which body parts are responsible for these – nose, mouth, eyes, ears fingers</li> <li>Find out about the human body and how it works</li> <li>Changing materials – cooling, heating, melting</li> </ul> | <ul style="list-style-type: none"> <li>Find out what plants and flowers need to be able to grow</li> <li>Plant bulbs and seeds and observe their growth</li> <li>Know the parts of a plant – flower, seeds, roots, stem leaf</li> </ul> | <ul style="list-style-type: none"> <li>Care for caterpillars and observe how they change from caterpillar to chrysalis to butterfly</li> <li>Talk about the stages of the life cycle of a butterfly</li> </ul> | <ul style="list-style-type: none"> <li>Find out about forces and that forces are either pushes or pulls</li> <li>Know that a force can make something move</li> <li>Explore magnetism</li> </ul> | <ul style="list-style-type: none"> <li>Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out tests</li> <li>Know that a waterproof material does not let water pass through it</li> </ul> |

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## Baking and Cooking

• Biscuits

• Soup

• Spring Rolls

• Pancakes

• Cupcakes

• Pizza

## Creating with Materials

**Progressions Study:** Observational skills by using mirrors to include the main features of faces and bodies in drawings

- Explore self-portraits of various famous artists – Van Gogh, Frida Kahlo and Picasso
- Begin to develop observational skills by using mirrors to include the main features of faces in our drawings – eyes, nose, mouth, ears, eyebrows

- Explore the differences between fruits and vegetables using our senses (taste, texture, smell etc). Listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used
- Develop a class-based vegetable soup recipe

- Explore paint including different application methods – fingers, splatter, natural materials, paintbrushes.
- Artist study: Jackson Pollock

- Know there are a range to different materials that can be used to make a model and that they are all slightly different: card, cardboard, paper, plastic straws, plastic bottles, string
- Know that materials can be joined using different things: split pins, tape, glue, string

- Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.
- Artist Study: Ray Lonsdale

- Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests
- Find out about the different features of boats and ships

## Being Imaginative and Expressive (see also Book Talk)

- Songs/rhymes linked topic: Songs to move our bodies to Counting Songs Autumn Leaves

**Mel**

- Listen and respond to music shared:
- Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers
- Learn to sing or sing along with the nursery rhymes taught.
- Show the pulse with different activities – march, jump, clap
- Know that pitch is how high or low a sound is
- Explore high sounds and low sounds using voices and glockenspiels

- Songs/rhymes linked topic: Nativity songs Christmas carols 'Twas the Night Before Christmas **A Little Bird Told Me**
- Practising and performing the Nativity for parents

- Songs/rhymes linked topic: A Tiny Seed The Word is a Wonderful Place

**My Stories**

- Listen and respond to music shared: I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song
- Learn to sing or sing along with the nursery rhymes taught.

Explore high pitch and low pitch in the context of the songs.

- Songs/rhymes linked topic: What a Beast! A Spring Thing

**Everyone!**

- Listen to and respond to music shared: Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle, Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees And Toes
- Learn to sing or sing along with the nursery rhymes taught.
- Explore high pitch and low pitch in the context of the songs.

- Songs/rhymes linked topic: Zoom, Zoom, Zoom We're Going To The Moon Journey to the Moon The Moon Song

**Our World**

- Listen and respond to music shared: Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey
- Show the pulse with different activities – march, jump, clap
- Explore high pitch and low pitch in the context of the songs.

- Songs/rhymes linked topic: Hip, hip Hooray! We're Having a Holiday Twinkle, Twinkle (full version)

**Big Bear Funk**

- Listen to and dance to funk music.
- Listen for the 'rhythm' – long and short sounds or patterns that happen over the pulse, the steady beat
- Create actions to show the pulse of the song.

Expressive Arts and Design