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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | **Ourselves & Our Family** | **Once upon a time …** | **Down in the Jungle** | **Pirates** | **Dinosaurs** | **Beside the seaside** |
| Literacy | ‘Peace at Last’ by Jill Murphy  Repeat words and phrases from familiar stories.  (0-3y)  Enjoy sharing books with an adult (0-3y) | ‘The Three Little Pigs’ by Mara Alperin  Ask questions about the book - makes comments and shares their own ideas. (0-3y)  Add some marks to their drawings, which they give meaning to. (0-3y) | ‘Lets all creep through Crocodile Creep’ By Jonny Lambert  Notice some print, such as the first letter of their name … (0-3y)  Count/ clap the syllables in a word. (3-4y) | ‘The Pirates are Coming!’ by John Condon  Spot and suggest rhymes. (3-4y)  Write some or all of their name. (3-4y) | ‘Gigantosaurus’ by Jonny Duddle  Use some of their print and letter knowledge in their early writing. (3-4y) | ‘The Sea Saw’ By Tom Percival  Write some letters accurately. (3-4y)  Recognise words with the same initial sounds. (3-4y) |
| Literacy- Poetry | A bundle of rhymes by Mother Goose | | | | | |
| Other related texts | Goldilocks and the three bears by Lauren Child.  Whatever Next by Jill Murphy.  Home by Carson Ellis.  Lullabyhullabaloo by Mick Inkpen. | The Three Ninja Pigs by Corey Rosen Schwartz.  The Three Little Pigs from Revolting Rhymes by Roald Dahl.  The Three Little Wolves and The Big Bad Pig by Eugene Trivizas.  There’s a pig up my nose by John Dougherty.  Little Red Riding Hood by Mara Alperin. | Find me a Tiger by Lynley Dodd.  All Aboard for the Bobo Road by Stephen Davies.  The Gruffalo by Julia Donaldson.  Alfie’s Feet by Shirley Hughes.  The Selfish Crocodile by Faustin Charles. | The Pirates Next Door by Jonny Duddle.  Ten Little Pirates by Mike Brownlow.  How I became a Pirate by Melinda Long.  Commotion in the Ocean by Giles Andreae. | Dinosaur Roar by Paul and Henrietta Stickland.  Katie and the Dinosaurs by James Mayhew.  The big book of dinosaurs by Usborne.  How big is a million? by Anna Milbourne.  Volcanoes Usborne Beginners. | That rabbit belongs to Emily Brown by Cressida Cowell.  The Teddy Robber by Ian Beck.  Where’s my teddy? By Jez Alborough.  Under the same sky by Britta Teckentrup. |
| Maths | Cardinality & Counting Accurate and consistent verbal counting to 5 Measures Understand and use specific attributes to compare height (taller and shorter rather than big and small)  Spatial Reasoning Understand and use simple language of position that doesn’t vary by viewpoint (in, on, under, next to) Shape Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws)  Sorting & Sequencing Sort by a single property – colour | Cardinality & Counting  1:1 correspondence and cardinality to 3  Subistising 1 and 2  Measures Understand and use specific attributes to compare length (long and short)  Spatial Reasoning Understand and use language of position that can vary by viewpoint (in front, behind)  Shape Explore construction with 3D shapes – combining shapes in two dimensions  Sorting & Sequencing Sort by 2 properties – colour and size | Cardinality & Counting 1:1 correspondence and cardinality to 5  Subitising 3  Measures Understand and use specific attributes for width and thickness (wide, narrow, thick, thin)  Spatial Reasoning Understand and use everyday language of direction (up, down, through, over, under)  Shape Explore pattern and picture making with 2D pattern blocks  Sorting & Sequencing Sort using different combinations of properties (size attributes linked to measure, colour and shape) | Cardinality & Counting Begin to recognise numerals and match to sets  Measures Understand and use specific attributes for weight/ mass (heavy, light, heavier, lighter)  Spatial Reasoning Understand and use language of movement (forwards, backwards, sideways, turn)  Shape Begin to notice properties of 3D shape and find shapes that are the same  Sorting & Sequencing Simple AB sequences varying colour or size (continue and copy patterns) | Cardinality & Counting Conservation of number to 5 with order irrelevance  Comparison Compare sets of objects – which has more, fewer – just by looking  Measures Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow)  Spatial reasoning Discuss routes and the order and location of things seen, extending vocab  Shape Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures  Sorting & Sequencing Simple AB sequences of sounds, actions and objects (make own patterns) | Cardinality & Counting Accurate and consistent verbal counting to 10  Composition Separate a group of 3 or 4 objects in different ways  Comparison Making equal sets  Measures Understand and use specific attributes for capacity (full, empty, part full)  Compare capacities  Spatial Reasoning Understand and use language of distance (far away, near, how far?)  Shape Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes |
| Personal, Social and Emotional Development | Develop friendships with other children (0-3y)  Notice and ask questions about differences (0-3y) | Begin to show ‘effortful control. (0-3y)  Be increasingly able to talk about and manage their emotions (0-3y) | Increasingly follow rules, understanding why they are important. (3-4y) | Select and use activities and resources, with help when needed. (3-4y) | Become more outgoing with unfamiliar people. (3-4y)  Show more confidence in new social situations.  (3-4y) | Talk with others to solve conflicts  (3-4y)  Begin to understand how others might be feeling (3-4y) |
| Communication and Language | Understand simple questions (who, what, where) (0-3y)  Develop pretend play (0-3y)  Listen to simple stories and understand what is happening. (0-3y) | Start to develop conversation, often jumping from topic to topic. (0-3y) | Understand a question or instruction that has two parts. (3-4y) | Enjoy listening to longer stories and can remember much of what happens. (3-4y) | Understand ‘why’ questions. (3-4y) | Be able to talk about familiar books and be able to tell a long story (3-4y) |
| Physical Development | Use large and small motor skills to do things independently  (0-3y) | Use large muscle movements to wave flags, paint and make marks (3-4y)  Start taking part in some group activities which they make up themselves, or in teams. (3-4y) | Be increasingly independent as they get dressed and undressed (3-4y) | Use one handed tools and equipment. (3-4y)  Skip, hop, stand on one leg ... (3-4y) | Show a preference for a dominant hand. (3-4y) | Use a comfortable grip with good control when holding pens and pencils. (3-4y) |
| Understanding of the World | **Seasonal changes - Autumn**  Make connections between the features of their family and other families. (0-3y)  Notice differences between people. (0-3y) | **Celebrations – Halloween/ Bonfire Night/ Christmas**  Talk about the differences between materials and changes they notice. (3-4y) | **Seasonal changes - Winter**  Show interest in different occupations. (3-4y) | **Seasonal changes - Spring**  Use all of their senses in hands-on exploration of natural materials. (3-4y) | Plant seeds and care for growing plants. (3-4y)  Understand the key features of the life cycle of a plant and an animal. (3-4y) | **Seasonal changes – Spring**  Explore and talk about different forces they can feel. (3-4y)  Know that there are different countries in the world … (3-4y) |
| Expressive Arts and Design | Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star.’ (0-3y) | Explore a range of sound makers and instruments and play them in different ways.  (0-3y)  Join different materials and explore different textures. (3-4y) | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. (3-4y) |  | Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3-4y)  Explore colour and colour mixing. (3-4y) | Develop storylines in their pretend play. (R) |
| Visits and Visitors |  | To see Santa |  | Church Farm |  | Beach |