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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 | ‘The Three Little Pigs’ by Mara Alperin | ‘Lets all creep through Crocodile Creep’ By Jonny Lambert | ‘The Pirates are Coming!’ by John Condon | ‘Gigantosaurus’ by Jonny Duddle  | ‘The Sea Saw’ By Tom Percival |
| Literacy- Poetry | A bundle of rhymes by Mother Goose |
| Maths | **Number**Say one number for each item in order.**Measure**Compare heights.**Shape** Understand position.**Shape**Complete inset puzzles, jigsaw or posting activity. **Exploring Patterns**Notice patterns and arrange things in patterns. | **Number**Show ‘finger numbers’ up to 5. Subitising up to 3 objects.**Measure**Make comparisons between objects relating to length.**Shape** Understand position.**Shape** Talk about and explore 3D shapes.Combine 2D shapes. **Exploring Patterns**Notice patterns and arrange things in patterns. | **Number**Understand total. Subitising up to 3 objects.**Measure**Make comparisons between objects relating to size.**Space**Describe a familiar route (up, down, through, over, under). **Shape** Talk about and identify patterns around them. **Exploring Patterns**Notice patterns and arrange things in patterns. | **Number**Link numerals and amounts.**Measure**Make comparisons between objects relating to weight/mass.**Space**Describe a familiar route (forwards, backwards, sideways, turn).**Shape** Talk about and explore 3D shapes.**Exploring Patterns**Extend and create ABAB patterns.  | **Number**Recite numbers past 5. **Comparing**Compare quantities using language: ‘more than’, ‘fewer than’. **Measure**Begin to describe a sequence of events, **Space**Discuss routes and locations, using words like ‘in front of’ and ‘behind’. **Shape**Explore more complex construction with 3D shapes.**Exploring Patterns**Extend and create ABAB patterns. | **Number**Count objects, actions and sounds. **Comparing**Solve real world mathematical problems **Comparing**Compare quantities **Measure**Make comparisons between objects relating to capacity.**Space**Discuss routes and locations, using words like ‘far away,’ ‘near’ and ‘next to’. **Shape**Talk about and explore 2D and 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**  | **Celebrations – Halloween/ Bonfire Night/ Christmas**  | **Seasonal changes - Winter**  | **Seasonal changes - Spring**  | **Lifecycles** | **Seasonal changes – Summer** |
| 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) | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house etc. (3-4y) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | 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) |