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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 meHomes and housesFamilies | Traditional TalesChristmas | Creepy Crawlies | Treasure island | DinosaursAnimalsJungles | Superheros |
| Focus Texts (subject to change) | The Great Big Book of FamiliesTiger who came to TeaDoggerHere we areLuLu’s First DayThe House in the Woods | Trad TalesThree Little PigsThree little wolves and the big bad pigBeware of the storybook wolvesRed Riding HoodThe Jolly Christmas Postman | The Hungry CaterpillarThe Tiny SeedWe’re going on a bear huntOwl BabiesThe Gruffalo | The Pirates are Coming The Night PiratesPirates wear underpantsMy Granny is a pirateTen little pirates | Tyrannosaurus DripHarry and his bucketful of dinosaursMary Anning – little people, big dreams | Supert atoWhatever nextThe dinosaur that pooped a planetCapatain underpants |
| Understanding the World  | Seasonal ChangeUnderstanding of community, cultures and people through diverse books and stories |
| Begin to make sense of their own life storyShow interest in different occupations | Continue to develop positive attitudes about the differences between peopleTalk about what they see using a wide vocabularyUse 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 thingsKnow that there are different countries in the world and talk about photos or their experiences | Talk about what they see using a wide vocabularyContinue to develop positive attitudes about the differences between peopleKnow 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 animalUse all their senses in hands on exploration of natural materials | Use all their senses in hands on exploration of natural materials |
| Expressive Arts and Design | Explore the use of colour and designExplore 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 storiesPerform songs and stories and pitch match songs | Explore the use of a range of toolsHave preferences for forms of expression and explain my use of materials and design | Develop own designs and select materialsCreate and adapt designs | Explore the use of a range of toolsHave preferences for forms of expression and explain my use of materials and designDevelop pencil and tool control to create complex and detailed picture |
| Art and Design based Skills | Colour identificationColour mixing | Drawing with accuracySelecting tools for a purpose | Primary coloursColour 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 playFollowing instructionsAnswering questions (what, who, where, when) | Use short sentences to explainListen to stories and songs with interest and engagementUsing a wide range of words appropriately and in context | Joining in with familiar stories and rhymesUsing different vocabulary including scientific and linked to storiesStarting to show understanding of ‘why’ questions | Respond appropriately when questionedPose my own simple questions to find out moreDevelop vocabularyJoin in and recall stories with repetition | Take turns to speak in a conversationExplore the use of conjunctions to connect ideasUse language to explain, retell, describe | Respond to a range of question types- particularly link to ‘why’ questionsExpress a point of viewDevelop a wide ranging vocabulary- scientific and descriptive |
| Personal, Social and Emotional Development | Rules and responsibilities linked to feelingsHealthy lifestyles (inc teeth, food, exercise) | FriendshipsWorking together and building playDeveloping sense of community | Building independenceSelect and use resourcesShowing more confidence in new social situations | FeelingsManaging hygiene in terms of hand washing, toileting etc.  | Develop understanding of others feelingsUnderstand and follow rules | Maintaining relationshipsDeveloping ways to solve conflicts and rivalries  |
| Physical Development | Revise and use fundamental movement skills e.g. run, jump hopUse core muscle strength to achieve good posture (start to develop handwriting posture) | Develop dominant hand for pencil control | Negotiate space and obstacles safelyUse 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 movingUse of large scale movements and balancingUsing one handed tools and equipment | Use a range of small tools effectively- drawing with accuracyDevelop the skills needed to get through the school day e.g. lining upDeveloping a comfortable pencil grip |
| Literacy | Phase 1 PhonicsDeveloping mark making skills through gross motor movementsJoin in with stories, rhymes and songs | Phase 1 PhonicsDeveloping play linked to stories and retellingSequencing and retelling storiesDeveloping print knowledge | Phase 1 PhonicsDevelopment of fine motor skillsStarting to show interest in letters of their name and familiar others e.g. m for mum | Phase 1 PhonicsUsing story vocabulary in playWriting letters from name (not all)Fine Motor Skills linked to mark making | Phase 1- strong focus on segmenting and blending orallyInitial soundsRhymingDeveloping emergent writingAcquiring and using new vocabulary | Phase 1- strong focus on segmenting and blending orallyInitial soundsRhymingDeveloping emergent writingSequence and retell events and storiesWrite own name |
| Maths | Colours - Red, Blue, YellowColours - Green, Purple, Mix of ColoursMatch - Buttons and colours Matching towers, Matching shoesMatch - Match number shapes Match shapes PatternHandprints- big and smallSort- Colour, Size, ShapeSort - What do you notice? Guess the rule, | Number 1 - Subitising, Counting, NumeralNumber 2 - Subitising dice pattern randompatternSubitising – different sizesNumber 2 - Counting, Numeral, Pattern - Extend AB Colour, Patterns, Extend AB, Outdoor, Patterns, ABMovement Patterns Pattern - Fix my Pattern, Extend, ABC, Colour patterns, Extend ABC Outdoor PatternsConsolidation, Activities – Winter - activity week | Number 3 Subitising3 Little pigs1:1 countingNumerals/TrianglesNumber 4 - 1:1 countingNumerals Squares/rectanglesNumber 4 - composition of 4Number 5 -1:1 countingNumerals PentagonNumber 5 - compositionof 5 | Consolidate 1- 5Number 6Introduce 10 frameHeight & LengthTall and short Long and shortTall/long and shortMass Relate to books3 little pigsgoldilocksCapacity Consolidation | Sequencing PositionalLanguage Morethan/fewer thanShape – 2DRevisit pattern fromAutumnShape – 3DRevisit pattern fromAutumnConsolidation:More than/fewerone more and one less | Numbercomposition1 – 5 RevisionWhat comes after?What comes before?Numbers to 5 Consolidation / ActivityweeksSUMMER Consolidation Activity weeks |