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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | https://www.st-lukes.manchester.sch.uk/themes/stlukes-longsight/img/logo-textless.png**Summer 2** |
| **Topic****Big Question** | **Ourselves** **Who am I?** | **Traditional Tales****What makes a good or bad character?** | **Under the Sea** **Why can’t I live under the sea?** | **Dinosaurs** **What makes each dinosaur different?** | **Food and Drink Where does food come from?** | **Animals** **How are baby animals born?** |
| **Numeracy** | **Numbers to 3/5*** **Introduce 1,2, and 3**
* **Count out 3-5 objects Finger counting**
 | **Numbers to 5*** **Subitising to 3**
* **Cardinal principle**
* **Count up to 5 objects**
* **Recite numbers past 5**
 | **2D and 3D Shapes** | **Prepositions, locations and routes****Numbers to 10** | **Height, length, weight and capacity****Numbers to 10** | **Patterns and sequencing****Mathematical problems within 5****Numbers to 10** |
| **Literacy** | **The Best Part of Me****Peace at Last****Elmer the Elephant****Ourselves** | **3 Little Pigs****Jack and the beanstalk** **Goldilocks and the 3 bears****Gingerbread man** **Reading – story books sent home** | **Commotion in the Ocean****Barry the fish with fingers****Pirates love underpants****Reading – nursery rhymes sent home** | **Harry and the Dinosaurs go to School****Harry and the bucketful of Dinosaurs****Harry and the Dinosaurs at the Museum****Reading – Alliteration sheets sent home** | **Handa’s Surprise****The Hungry Caterpillar****The Tiger who Came to Tea****Reading – lilac books sent home**  | **Farmyard Hullabaloo What the Ladybird Heard?****Rumble in the Jungle****Say Hello to the Snowy Animals****Reading – lilac books sent home** |
| **Understanding the World** | **Name body parts****Explore senses****Family and culture****Harvest Festival Diwali** | **Explore different environments****Materials and changes****Make gingerbread men****Make a new house for little pigs****Hanukkah** **Christmas** | **Sea life visit****Look at world map****Explore sea creatures****Under the sea science experiments****Chinese New Year** | **Museum visit****Dinosaur names and diet****Dinosaur science experiments****Easter****Holi****Eid** | **Healthy food****Food from around the world****Cooking****Food and drink experiments** | **Life cycle of a animals** **Farm animals** **Jungle animals** **Hot/cold habitats****Eid** |
| **RE/Circle Time** | **Which people are special and why?** | **What stories are special and why?** | **Which places are special and why?** | **What is special about our world?** | **Which times are special and why?** | **Where do we belong?** |
| **Physical Development** | * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
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| **Communication & Language** | * Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Use longer sentences of four to six words.
* Develop pronunciation, use play to help develop language, express their views/debate if disagree.
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| **Expressive Art & Design** | * Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Join different materials and explore different textures.
* Learn nursery rhymes & songs, begin to explore how music makes us feel, begin to select different sounds in pieces of music and learn simple elements of music through clapping, dancing and playing instruments.
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| **PSED** | * Develop their sense of responsibility and membership of a community.
* Play with one or more other children, extending and elaborating play ideas.
* Follow and remember rules without needing an adult to remind them.
* Develop appropriate ways of being assertive and talk with others to solve conflicts.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand how others are feeling.
* Become more independent (toileting/washing hands and making healthy choices about food/drink).
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