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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. | | | | | |
| **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. | | | | | |
| **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. | | | | | |
| **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). | | | | | |