

Area of Learning	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Themes</b>	<b>Marvellous Me!</b> (7 weeks)	<b>Into the woods</b> (6 week) <b>Christmas</b> (3 weeks)	<b>Down the street</b> (6 weeks)	<b>Magical Tales</b> (6 weeks)	<b>Legs</b> (5 weeks)	<b>Around the World</b> (6 weeks)
<b>Trips</b>		Twin lakes-Winter Wonderland			Farm Visit (Stonehurst)	
<b>Engage activity</b>	Baby photos- ask children and staff to bring in baby photos.	Woodland walk/ hunt	Walk around Sibleby	Fairy Tales dress up day	Farm Visit (Stonehurst)	Around the world- food tasting day- invite parents in.
<b>Books linked to Topic</b>	There were giants	Percy the Park keeper Gruffalo		Range of fairy and traditional tales	What the ladybird heard and other farm/ animal based stories	
<b>English</b>	Labelling their pictures with initial sounds  Name writing	Labelling pictures using simple cv/cvc words/ Listening to all the sounds in each word.	Label their picture, thinking about writing a label. Children challenge themselves to write a sentence using the HFW.	Develop writing a sentence using the HFW and story writing	Develop writing a sentence using the HFW- Extend their sentences using conjunctions to challenge themselves.	
<b>Phonics</b>	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
<b>Mathematics</b>	White Rose Scheme	White Rose Scheme	White Rose Scheme	White Rose Scheme	White Rose Scheme	White Rose Scheme
<b>Understanding the World</b>	Provide children with daily opportunities to explore their world and changes- look at seasons and weather throughout the year. Daily weather chart. Emerge the children in religious celebrations and discuss traditions throughout the year. Encourage use of I pads to take photos of their learning.					
	P&C- How am I different? Families. Favourite toys/ toys from the past.	Woodland animals and habitats	Where do I live? What was Sibleby like in the past? Factories- House names. Houses around the world.	Real life Princes and Princesses Castles and Palaces	Farm animals- baby animals/ lifecycles Life of a farmer	
<b>Physical Development</b>	40-60m E <b>M&amp;H-</b> Experiments with different ways of moving	40-60m D	40-60m <b>S/ELG E</b> <b>M&amp;H-</b> Shows increasing control over other	ELG D/S		<b>ELG +</b> <b>M&amp;H-</b> Can hop confidently and skip in

	<p>-Jumps and lands appropriately          -Shows a preference for a dominant hand          -Uses simple tools to change effect  <b>H &amp; SC-</b> Eats a range of healthy foods and understands need for variety of food.          Usually dry and clean.</p>	<p><b>M&amp;H-</b> Negotiates spaces successfully when playing games          -Travels with confidence and skill          -Handles tools, objects and malleable with control.          -Begins to form recognisable letters          -Begins to use anticlockwise/ vertical movements  <b>H &amp; SC-</b> Shows a good practice for exercise, eating etc.          Shows and understanding of how to be safe when tackling new challenges.</p>	<p>objects- pushing, patting, throwing          -Use a pencil and hold it effectively to form letters: mostly are correctly formed  <b>H &amp; SC-</b> Shows and understands how to transport equipment safely.          -Practices appropriate measures without direct supervision.</p>	<p><b>M&amp;H-</b> Children show good control and co-ordination in large and small movements. They move confidently and in a range of ways.          -They handle equipment and tool effectively, including pencils and writing.  <b>H &amp; SC-</b> Children know the importance of good health and exercise, healthy diet and how to be safe. Manage their own hygiene and personal needs, including getting dressed and going to the toilet independently.</p>	<p>time to music. Hold paper in position, using correct pencil grip. Begin to write on lines and control letter size.  <b>H &amp; SC-</b> Can make healthy choices in relation to eating and exercise. Dress themselves effectively including fastening buttons and laces.</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Exploring Media/ Materials 40-60M E-S</b>          -Build a repertoire of songs and dancing          -Explore the different sounds of instruments          -Explores what happens when they mix colours          -Experiments to create different textures, understanding different media can be combined to create a new effect          -Manipulates materials to achieved a planned effect          -Construct with a purpose in mind, using different materials          -Use simple tools and equipment competently and appropriately          -Selects appropriate resources and adapts when necessary          -Selects tools and techniques needs to shape, assemble and join materials.  <b>Being Imaginative 40-60M E-S</b>          -Create simple representations of people and objects          -Initiates new combination of movement and gesture to express and respond to feelings, ideas and experiences.          -Chooses colour for a purpose          -Introduced storylines to their play          -Plays alongside others who are engaged in the same thing          -Plays cooperatively as part of a group to develop a narrative</p>		<p><b>Exploring Media/ Materials ELG E-S</b>          -Children sing songs, make music, and dance and experiment in changing them. They safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <b>Being Imaginative ELG E-S</b>          -Use what they have learnt about media and materials in original ways, thinking about purpose          -Represent their own ideas, thoughts and feelings through design and technology</p>		<p><b>Exploring Media/ Materials ELG +</b>          -Children develop their own ideas, selecting and using materials. Through exploration they find and make decisions about how media can be combined and changed.  <b>Being Imaginative ELG +</b>          -Children talk about their ideas and process which has led to their product/dance. Talk about feature in their own and others work.</p>

<p><b>Communication and Language</b></p>	<p>40-60 E  <b>L&amp;A-</b> Maintain attention, concentration and sits quietly   <b>U-</b>Respond to two-part instructions  -Understand humour  <b>S-</b>Extends vocabulary, exploring new meanings of words  Use language to recreate roles</p>	<p>40-60 D/S  <b>L&amp;A-</b> Two-channelled attention- can listen and do for short span  <b>U-</b>Able to follow a story without pictures  -Listens and responds to ideas expressed by others  <b>S-</b>Link statements and stick to main theme  -Use talk to organise and clarify thinking  -Introduces a storyline to play</p>	<p><b>ELG</b>  <b>L&amp;A-</b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they have heard, making comments, questioning and actions.   -They give their attention and respond when in a join activity.  <b>U-</b> Children follow instructions involving several ideas and actions. Answers ‘how’ and ‘why’ questions about their experiences.  <b>S-</b>Express themselves effectively, showing awareness of the listener. They use past and present and future forms accurately when talking about events. They develop their own narrative by connecting ideas and events.</p>		<p><b>ELG +</b>  <b>L&amp;A -</b>Children listen to instructions and follows them accurately, asking for clarification if necessary. They listen attentively with sustained concentration and follow stories without props and pictures in assembly  <b>U-</b> After listening to stories they can express their view about characters and events and answer questions about why things happened. Carry out instructions which obtain several parts in a sequence.  <b>S-</b>make changes to language and non-verbals depending on listeners needs. They recount experiences connecting ideas. They use a range of vocabulary to add information and express ideas and justify actions.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Making Relationships (E)</b>  -initials conversation, attends to and takes account of what others say.  <b>Self Confidence and self-awareness</b>  -Confidence to speak to others about own needs, wants, interests and opinions  <b>Managing feelings and behaviour</b>  -Understands that own actions affect other people.</p>	<p><b>Making Relationships (D/S)</b>  -Explains own knowledge and understanding and asks questions  -Takes steps to resolve conflict with other children  <b>Self Confidence and self-awareness</b>  -Can describe self in positive terms and talk about abilities  <b>Managing feelings and behaviour</b>  -Aware of the boundaries set  -Begin to negotiate and solve problems without aggression.</p>	<p><b>Making Relationships (ELG)</b>  -Play co-operatively, taking turns with others. Take account of each other’s ideas about how to organise their activity. Show sensitivity to others needs and feelings and form positive relationships with adults and children.  <b>Self Confidence and self-awareness</b>  -Children are confidence to try new activities and say why they like activities. They are confident to speak in a familiar group and talk about their ideas, choosing resources they need for their activities. They say when they do or do not need help.  <b>Managing feelings and behaviour</b>  -Children talk about how they and others show feels talk about their own and others behaviour, and its consequence, and no some behaviour is unacceptable.  They work as part of a group of class, and understand and follow the rules. They adjust their behaviour to different situations and take changes or routine in their stride.</p>		<p><b>Making Relationships (ELG+)</b>  -Children play group games with rules. They understand someone else’s point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.  <b>Self Confidence and self-awareness</b>  -Children are confident to speak to a class group. They can talk about the things they enjoy and are good at and about the things they don’t find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.  <b>Managing feelings and behaviour</b>  -Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other’s suggestions and play how to achieve an outcome without adult help. They know when and how to stand up for themselves when appropriate. They can stop and think before activating and can wait for things they want.</p>
<p><b>RE/ SMSC</b></p>		<p>Diwali  Christianity  Christmas</p>	<p>Chinese new year</p>	<p>St George’s Day  Easter  May Day</p>	

British Values	Rules of school - Expectations & Consequences.	Remembrance day	Redlands R's focus	Redlands R's focus		
<b>Events</b>	Roald Dahl Day Grandparent's Day	Hallowe'en Bonfire Night Diwali (Hindu) Remembrance Sunday Christmas Jumper Day Christmas Decorations Christmas Fair Christmas Day	E-Safety Day Chinese New Year	Pancake Day World Book Day Vaisakaih (Sikh) Red Nose Day Good Friday Easter Sunday Passover (Jewish) St George's Day Holi (Hindu) Mother's Day	Ramadan (Islam) Eid (Islam)	Father's Day