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| **Subject** |  | **Autumn1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSED**  (Including Zones of Regulation) |  | All about me  My family  Building friendships  Class rules  Names in coloured pots linked to feelings | Solving problems and working together  Initiating play  Thinking about others-  (Real meaning of Christmas)  Linking feelings to colours | Asking questions  Responding to others’ questions  Naming different types feelings | Respecting others  Understanding others- differences and similarities  Recognising feelings in others | Responds to others needs and feelings  Knowing what I can do to ‘feel better’ | Co-operative play  Organising own play/activities  Supporting others to manage feelings |
| **Physical development** |  | PE: Changing/Rules  Rules of the hall (Teacher Led) and space outside (Specialist teacher led) learning to move and find space, change direction, speed and height.  Health and Selfcare: | PE: Gym/basic ball skills  Moving over, under and around small and large equipment, balancing, rolling (pencil), moving and adding moves together to make a sequence (Teacher Led).  Rolling, throwing, catching, kicking (Specialist Teacher led)  Health and Selfcare: | PE: Dance/ball skills  Moving to music, listening to the beat, finding space, changing direction and speed (Specialist Teacher led)  Continue with ball skills, Basketball (Teacher Led, shorter session)  Health and Selfcare: | PE: Ball skills  Continue with ball skills  (Hockey/football) (Teacher Led)  Developing team games with consolidating skills already learnt (Teacher led, shorter session)  Health and Selfcare: | PE: Ball skills  Continue with ball skills (Tennis/badminton, teacher led)  Developing team games with consolidating skills already learnt (Teacher led, shorter session)  Health and Selfcare: | PE: Sports day-  Competitive  Relays, sack races, balancing, agility, speed, throwing, catching, dribbling.  (Teacher led)  Health and Selfcare: |
| **Communication and Language**  **Communication and language continued** |  | Following instructions  Sharing ideas  Listening to others | Sharing ideas in small groups  Taking turns to talk  Joins in with repeated parts of familiar stories | Sharing ideas in front of whole class  Speaking in full sentences  Asking questions | Using interesting language to talk about things and describe stories and events | Answering  ‘who, how, when, why’ questions | Communicating effectively and sharing knowledge  Talking in past/present and future accurately |
| **Literacy** |  | Name cards  letter formation  Phase 2 phonics  Sets 1-4  Tracking print left to right | Simple sentences  Letter formation  Giving meaning to marks- emerging writing  Phase 2 phonics  Sets 5-7  Enjoying looking at books | Developing awareness of Print in the environment  MOE | Reading signs and captions in the environment  MOE | Read a simple text  Write short sentences using capital letter/full stop  MOE | Reading and write their own interesting sentences  MOE |
| **Maths**  **(White Rose)** |  | Number and place value – numbers to 5  Sorting into groups  Comparing quantities of identical objects | Comparing quantities of non identical objects  One more  One less  My day | Introducing zero Number bonds to 5  Comparing groups up to 10  Combining two groups to find the whole | 3D shape  2D shape  Number bonds to 10 –  Tens frame  Number bonds to 10 part whole model | Doubling.  Halving,  sharing.  Estimating.  Counting to 20  Length, height, distance | Making patterns  Exploring patterns  Adding by counting on  Subtraction by counting back  Capacity |
| **Understanding the World**  **Understanding the World continued** |  | People & Communities  My new environment- My School  The world  Changes in seasons  What grows?  Technology  Toys that use technology – how/why do they work?  Introduction to computers – mouse skills  Internet safety | People & Communities  People who help me  The world  Caring for living things  Caring for our environment  Animal habitats  Technology  Begin to use a simple computer programme – where are the buttons.  Mouse skills  Naming parts of the computer  Doing simple tasks and games  Internet safety | People & Communities  Occupations and ways of life  The world  Growing/Changes  Our bodies  Maps  Technology  Begin to log on with support  Log off  Internet safety | People & Communities  Past events  How to keep safe  The world  Investigate how things work  Recycling  Lifecycles  Technology  Technology all around me  Using a keyboard – use microsoft word  Using beebots – programming/instructions to move. Explore directions.  Internet safety | People & Communities  How am I unique?  The world  Plants  Observe the immediate environment and record changes  Technology  DB primary – logging on, navigating site  Printing work  Microsoft word – type and print  Internet safety | People & Communities  Family customs and routines  The world  Explain ideas about changes  Technology  Logging on/off  Paint for drawing pictures, incorporate shape/colour.  Left click/right click/double click and drag.  Internet safety |
| **RELIGIOUS FESTIVALS** |  | Harvest  Diwali | Christmas | Chinese New Year | Easter  Mothering Sunday  Shrove Tuesday | Other faiths and religions  Religious stories | Celebrating differences |
| **Expressive Arts** |  | Self portrait  Printing- sponges/fruit/veg  Clay- Diwali  Painting | Collage  Junk modelling  Dance to music  Christmas cards  Calendars | Self portrait  Creates simple representations of events people and objects | Weaving with different textures  Introduces storyline into play | Self portrait  Chooses correct colours for a purpose | Famous artists  EAD project – purposes of materials |
| **Music** |  | Number and action songs and rhymes  Harvest | Christmas songs- whole school  Repeating pattern songs and sounds | Percussion  Tuned/untuned instruments  Gross and fine motor skills | Beat and rhythm matching  PE and PSHE skills | Songs – ordering and pattern  Memory | Introducing musical terminology |