|                  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2                      | Summer 1   | Summer 2                    |  |
|------------------|--|--|--|-------------------------------|--|-----------------------------|--|
| General Themes   | Starting school:   | Celebrating light and Colour:  | Traditional Tales:   | Winter to Spring:             | My World   | Animals All Around          |  |
|                  | Family and friends   | Colours  | Feelings and emotions  | Spring animals                | Shops  | Animals                     |  |
|                  | Being Kind   | Diwali   | Obstacles  | Frogs                         | Transport  | Pets                        |  |
|                  | Nursery Rhymes   | Christmas  | Good and Bad   | Birds                         | Journeys   | Minibeasts                  |  |
|                  | Me and my community  | Bonfire Night  | Snow:  | Easter                        | Maps   | Spring to Summer            |  |
|                  |  | Boillife Night   |  |                               | The state of the s |                             |  |
|                  | Autumn:  |  | Snow and ice   | My World:                     | Countries  | Summer                      |  |
|                  | Apples   |  | Arctic animals   | Around the world              |  | Beach                       |  |
|                  | Leaves   |  |  | Our community                 |  | Water                       |  |
|                  | Pinecones  |  |  | Day and night                 |  | Bubbles                     |  |
|                  | Halloween:   |  |  | Weather                       |  | Camping                     |  |
|                  | Pumpkins   |  |  | I am healthy:                 |  |                             |  |
|                  | Spiders  |  |  | Nutrition                     |  | Moving on and growing Up    |  |
|                  | Bats   |  |  | Senses                        |  |                             |  |
| Canas Touts and  | M/bara'a Mu. Taddu   | Provin Poor Provin Poor  | The Cinggraphy and Man   | Patrick Coores Conses sories  | M/h a a la   | Jamil's Clever Cat          |  |
| Songs, Texts and | Where's My Teddy   | Brown Bear, Brown Bear,  | The Gingerbread Man  | Patrick George: Senses series | Wheels  Crandnals Quilt  |                             |  |
| Rhymes           | Peace at Last  | What Do You See?   | Goldilocks and the Three Bears   | Titch                         | Grandpa's Quilt  | Barry the fish with fingers |  |
|                  | Meg and Mog  | The Mixed-Up Chameleon   | The Enormous Turnip  | Oi Frog                       | On the Way Home  | Billy's Bucket              |  |
|                  | Owl Babies   | Little Blue and Little Yellow  | Jack and the Beanstalk   | Oh Dear!                      | Don't Forget the Bacon   | Commotion in the Ocean      |  |
|                  | Whatever Next  | Mouse Paint  | The Three Little Pigs  | Handa's Surprise              | The Elephant and the Bad Baby  | Sharing a Shell             |  |
|                  |  | A Rainbow of my Own  | Little Red Riding Hood   | Oliver's vegetables           | Rosie's Walk   | Bug needs a Hug             |  |
|                  |  | The Colour Monster   |  | Eat Your Peas                 | Me on a map  | Six Dinners Sid             |  |
|                  |  | The Day the Crayons Quit   |  | Jasper's Beanstalk            | My World, Your World   | Oh No! George               |  |
|                  |  | How to catch a Rainbow   |  | Avocado baby                  | The Snail and the Whale  | -                           |  |
|                  |  |  |  | I don't Want to Wash my Hands | Snail Trail  |                             |  |
|                  |  | Five Fat Sausages  |  | Eat up Gemma                  | Jolly Postman  |                             |  |
|                  |  | Five Little Snowmen  |  | Lat up demina                 | sony i eseman  |                             |  |
|                  |  | 1,2,3,4,5 Once I Caught a Fish                                       |  |                               |  |                             |  |
|                  |  | Alive  |  |                               |  |                             |  |
| Cultural         | Autumn Walk  | Bonfire Night  | Valentine's Day  | Spring Walk                   | Post a letter  | World Environment Day       |  |
|                  |  |  | *  | , ,                           |  |                             |  |
| Capital/Visits   | Harvest Time   | Christmas  | Chinese New Year   | Mother's Day                  | Ramadan  | World Ocean Day             |  |
|                  | World Space Week   | Diwali   | Pancake Day  | Eater Egg Hunt                | Eid  | Father's Day                |  |
|                  | Halloween  | Remembrance Day  | World Book Day   | Lent                          |  | Farm Visit                  |  |
|                  |  | Children in Need   |  | Eid                           |  | Visit Year 1                |  |
| Personal, Social | Behaviour expectations   |  | Being tolerant   |                               | Healthy Eating   |                             |  |
| and Emotional    | Following routines   |  | Sharing and cooperation  |                               | Solving conflicts  |                             |  |
| Development      | Making friends Going to the toilet   |  | Compromise and negotiation   |                               | Solving connects   |                             |  |
| Development      |  |  | compromise and negotiation   | Compromise and negotiation    |  |                             |  |
| Communication    |  |  | Tolling jokes  |                               | Masahulamu Fajaring naurusanda   |                             |  |
|                  | Playing with purpose: storylines   |  | Telling jokes  |                               | Vocabulary: Enjoying new words   |                             |  |
| and Language     | Varied tenses: play, playing, played   |  | Asking and answering questions: who, what, why, when, how Complex sentences: and & because   |                               |  |                             |  |
| Physical         | Avoiding obstacles: adjusting speed and changing direction                         |  | Jumping and landing  |                               | Control: pushing, patting, throwing, catching or kicking.  |                             |  |
| Development      | , , ,  |  | Range of movements: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Forming letters: using the correct pressure to write recognisable letters |                               | Forming letters: correct letter formation for all letters.   |                             |  |
| Development      |  |  |  |                               |  |                             |  |
|                  |  |  |  |                               |  |                             |  |
|                  |  |  |  |                               |  |                             |  |
|                  | Literacy   | Reading: cvc words Writing: cvc words Name writing: formed correctly |  |                               |  |                             | Digraphs: sh, ch, th, ee Alphabet: to leanr the alphabet song and link to letters High frequency words: begin to read some non-decodable words Reading: simple sentences Writing: simple phrases and captions Handwriting: tripod grip |
| •                |  |  |  |                               |  |                             |  |
|                  |  |  |  |                               |  |                             |  |
|                  |  |  |  |                               |  |                             |  |
|                  |  |  |  |                               |  |                             |  |
|                  |  |  |  |                               |  |                             |  |
| Maths            | Numbers to 5: recognise and count Numbers to 10: One more and One less (practical) |  | Numbers to 10: ordering numbers  |                               | Calculations: - and +  |                             |  |
|                  |  |  | Counting: matching numeral to objects up to 10   |                               | Calculations: doubling   |                             |  |
|                  |  |  |  |                               |  |                             |  |

|                   |  |   | Calculations: Number Bonds to 5                            |  |
|-------------------|--|---|--|--|
|                   |  |   | Number: odd and even                                       |  |
| Understanding the | People: Family customs and routines                      | People: Understand that people are different                | The Past: Story characters from the past.                  |  |
| World             | The world: Observing changes in Autumn                   | The World: Observing changes in Spring                      | People: compares similarities and differences with people. |  |
|                   |  |   | The World: Create simple maps.                             |  |
| Expressive Arts   | Imagination: Build a collection of songs and dances      | Imagination: Making music linked to objects/ events/ people | Using new tools and materials                              |  |
| and Design        | Creating: creating representations of objects and people | Creating: Experiment with watercolours                      | Performing   |  |