

Term	Autumn 1 <i>Author in the spotlight – Michael Rosen</i>							Autumn 2 <i>Author in the spotlight – Jill Murphy</i>							Spring 1 <i>Author in the spotlight – Eric Carle</i>						Spring 2 <i>Author in the spotlight – Judith Kerr</i>						Summer 1 <i>Author in the spotlight – Giles Andreae</i>						Summer 2 <i>Author in the spotlight – Julia Donaldson</i>																				
No. of Weeks	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7														
Theme	Communication			Additional Theme				Culture			Christmas Celebration Week				Additional Theme			Conflict			Additional Theme			Additional Theme				Conservation																									
Theme	Transition Week	 <b>Tell Us a Story</b> <i>Traditional Stories</i>					<b>Blast Off!</b>		Halloween/ Bonfire Night				 <b>Come Fly with Me!</b> <i>Asia</i>			<b>Christmas Week</b>				<b>Food, Glorious Food!</b>			 <b>Help is at Hand</b> <i>Who Helps Us</i>			<b>Animal Crackers</b>		Mother's Day/ Easter	<b>Animal Crackers</b>				<b>Ticket to Ride</b>			 <b>What on Earth...?</b>																	
<b>Key Texts for Teaching in bold</b>  (Book Lists to support each topic separate)	<ul style="list-style-type: none"> <li>Harry and the Dinosaurs go to School – Ian Whybrow</li> <li>Goldilocks and the Three Bears</li> <li>The Gingerbread Man</li> </ul>							<ul style="list-style-type: none"> <li>Whatever Next! – Jill Murphy</li> <li>Pete the Cat: Trick or Pete – James Dean</li> </ul>							<ul style="list-style-type: none"> <li>Bear On A Bike – Stella Blackstone &amp; Debbie Harter</li> <li>The Train Ride – June Crebbin</li> </ul>							<ul style="list-style-type: none"> <li>We're Going on a Present Hunt – Goldie Hawk &amp; Angie Rozelaar</li> </ul>							<ul style="list-style-type: none"> <li>The Very Hungry Caterpillar – Eric Carle</li> <li>Clothelines Clues to Jobs People Do – Deborah Hembrook &amp; Kathryn Heling</li> <li>A Hero Like You – Nikki Rogers</li> </ul>						<ul style="list-style-type: none"> <li>From Egg to Chick – Gerald Legg</li> </ul>						<ul style="list-style-type: none"> <li>The Animal Boogie – Debbie Harter</li> <li>I Wish I Were a Pilot - Stella Blackstone &amp; Max Grover</li> </ul>						<ul style="list-style-type: none"> <li>Michael Recycle – Alexandra Colombo &amp; Ellie Bethel</li> <li>Don't Throw That Away! – Lara Bergen</li> </ul>						
<b>Literacy: Writing</b>	<ul style="list-style-type: none"> <li>Mark-making for enjoyment</li> </ul> <b>Goldilocks and the Three Bears</b> <ul style="list-style-type: none"> <li>Narrative - Story sequencing and retelling through repetition</li> </ul> <b>The Gingerbread Man</b> <ul style="list-style-type: none"> <li>Narrative - Story sequencing and retelling through repetition</li> </ul>							<b>Whatever Next! – Jill Murphy</b> <ul style="list-style-type: none"> <li>Retelling through repetition and the use of objects &amp; images</li> </ul> <b>Pete the Cat: Trick or Pete – James Dean</b> <ul style="list-style-type: none"> <li>Retelling through repetition and the use of actions</li> </ul>							<b>Bear On A Bike – Stella Blackstone &amp; Debbie Harter</b> <ul style="list-style-type: none"> <li>Simple representations of bears</li> <li>Simple representations of different modes of transport</li> </ul> <b>The Train Ride – June Crebbin</b> <ul style="list-style-type: none"> <li>Simple representations of trains</li> </ul> <b>We're Going on a Present Hunt – Goldie Hawk &amp; Angie Rozelaar</b> <ul style="list-style-type: none"> <li>Narrative – Story sequencing and retelling – Talk for Writing</li> </ul>							<b>The Very Hungry Caterpillar – Eric Carle</b> <ul style="list-style-type: none"> <li>Narrative - Story sequencing and retelling through repetition</li> </ul> <b>Clothelines Clues to Jobs People Do – Deborah Hembrook &amp; Kathryn Heling</b> <ul style="list-style-type: none"> <li>Simple representations of different emergency vehicles</li> </ul> <b>A Hero Like You – Nikki Rogers</b> <ul style="list-style-type: none"> <li>Designing our own superhero masks using different marks and mediums</li> </ul>						<b>From Egg to Chick – Gerald Legg</b> <ul style="list-style-type: none"> <li>Non-fiction - Sequencing and explaining the life cycle of a chicken</li> </ul> <b>The Animal Boogie – Debbie Harter</b> <ul style="list-style-type: none"> <li>Simple representations of jungle animals</li> </ul> <b>I Wish I Were a Pilot - Stella Blackstone &amp; Max Grover</b> <ul style="list-style-type: none"> <li>Simple representations of different modes of transport featured in story</li> </ul>						<b>Michael Recycle – Alexandra Colombo &amp; Ellie Bethel</b> <ul style="list-style-type: none"> <li>Drawing what belongs in the bin and what belongs in the recycling box, using marks to give meaning</li> </ul> <b>Don't Throw That Away! – Lara Bergen</b> <ul style="list-style-type: none"> <li>Using different mediums to mark-make on different recyclable materials, e.g. markers on plastic, thick pens on egg boxes, painting on cardboard etc</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>Self-portrait for new Class Teacher</li> </ul>																			
<b>Phonics</b>	<b>Autumn 1 &amp; 2</b>													<b>Spring 1 &amp; 2</b>													<b>Summer 1 &amp; 2</b>																										
	<b>N1 &amp; N2 Letters &amp; Sounds</b> <ul style="list-style-type: none"> <li>Environmental Sounds</li> <li>Voice Sounds</li> <li>Instrumental Sounds</li> <li>Body Percussion</li> </ul>													<b>N1 &amp; N2 Letters &amp; Sounds</b> <ul style="list-style-type: none"> <li>Rhythm and Rhyme</li> <li>Alliteration</li> <li>Oral Blending and Segmenting</li> </ul> <b>N2 RWI Phonics</b> Set 1 (20 mins)													<b>N1 Letters &amp; Sounds consolidation</b>  <b>N2 RWI Phonics</b> Set 1 (20 mins)																										

<b>Reading</b>	<b>Autumn 1 &amp; 2</b> <ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> </ul>		<b>Spring 1 &amp; 2</b> <ul style="list-style-type: none"> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Holds books the correct way up and turns pages.</li> </ul>		<b>Summer 1 &amp; 2</b> Identifying Set 1 phonemes & High Frequency Words in texts, familiarisation with fiction and non-fiction types of text.	
<b>Maths</b>	<b>Autumn 1 &amp; 2</b> <b>Mater the Curriculum (Supporting WRM Hub) Key focuses</b> Colours Matching Sorting Number 1 Number 2 Pattern		<b>Spring 1 &amp; 2</b> <b>Mater the Curriculum (Supporting WRM Hub) Key focuses</b> Number 3 & subitising Number 4 & subitising Number 5 & composition Number 6 Height & Length Mass Capacity		<b>Summer 1 &amp; 2</b> <b>Mater the Curriculum (Supporting WRM Hub) Key focuses</b> Sequencing Positional Language More than/Fewer 2D shape 3D shape Number Composition What comes after? What comes before? Numbers to 5	
<b>Personal, Social and Emotional Development</b>	<b>Birth to Five objectives to be covered on an ongoing basis as part of daily practice. Children to be at age related stage of development by end of Nursery. (Range 5)</b>					
<b>Physical Development</b>	<b>Ball &amp; Chasing Games</b>		<b>Simple Circuits and Obstacle Courses</b>		<b>Gymnastics</b>	
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Understanding the World</b>	<b>People and communities (Range 5):</b> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Enjoys joining in with family customs and routines.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul> <b>Technology</b> Interactive Whiteboard Use for drawing and writing.	<b>People and communities</b> <ul style="list-style-type: none"> <li>Halloween</li> <li>Bonfire Night</li> <li>Christmas Eve/Day</li> </ul> <b>People and communities (Range 5):</b> <ul style="list-style-type: none"> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <b>Technology</b> Interactive Whiteboard Use for drawing and writing.	<b>Technology</b> Operating remote control cars and interacting with age appropriate games/software on iPad. <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<b>People and communities</b> <ul style="list-style-type: none"> <li>Mother's Day</li> <li>Easter</li> </ul>	<b>People and communities</b> <ul style="list-style-type: none"> <li>Eid-ul-Fitr</li> </ul> <b>Technology</b> Use Google Search by voice to find information	<b>People and communities</b> <ul style="list-style-type: none"> <li>King's Official Birthday (Trooping the Colour)</li> <li>Father's Day</li> <li>Eid-ul-Adha</li> </ul>