



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic:	All about me!	Once upon a time	Dig, dig, dig!	Let us celebrate!	Yo Ho Yo Ho A Pirate's Life For Me!	Around the world!
Phonics- Sounds write	A I M S T	N P O B C G H D E F <b>the, and, to</b>	V K L R U J L <b>for, of</b>	X Y F L L S S Z Z /CVCC CCVC / 5 sound words <b>are, was</b>	SH CH TH CK WH NG QU	Recap
English – Writing (Drawing Club & The Write Stuff Units)	Ruby's Worries/ I am not very brave/Mr Big/Silly Billy	Goldilocks/The elves and the shoemaker/You're not ugly duckling/The gingerbread man/ Little red riding hood/Rapunzel	Pumpkin Soup Farmer ham Olivers vegetables Five little farmers poem (saved on area) How it works: tractor Lifecycles- egg to bee/egg to chicken	Dipals Diwali Elmer Supertato! The Gruffalo A quiet night in Blown away	Poetry- The life of a pirate ain't easy! (saved on area) Meet the pirates Pirate Stew I'm a pirate song : <a href="https://www.bbc.co.uk/teach/school-radio/articles/zmmkdbm">https://www.bbc.co.uk/teach/school-radio/articles/zmmkdbm</a> Pirate mums	Our world Handus surprise We all went on safari Meerkat mail
Maths (White Rose Maths)	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5, Shapes with 4 sides		Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3-D shapes		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make conne	
<b>Understanding of the world</b>						
Past and the present	My family/others families/ comparison The roles of people in society Special places to the community	<b>Peek into the past- KAPOW!</b>		<b>Adventures through time</b>	<b>Exploring maps:KAPOW!</b>	Draw information from a simple map
People, Culture and communities	Design their immediate environment		Comparison: Farmers lives	Different beliefs: comparison Christianity to my beliefs. Different celebrations: Diwali/Christmas/Chinese new years/birthdays	Famous Pirates of the Past <b>Exploring maps KAPOW!</b>	<b>Around the world KAPOW</b>
The natural world		Outdoor adventures <b>KAPOW</b>	Explore the natural world around them- School and Potton Walk Farm animals/plants/crops /lifecycles			
<b>Expressive Arts and Design</b>						
Creating with materials CP led	Marvellous marks- KAPOW! Continuous Provision Adult led	Structures- Junk modelling Continuous Provision Adult led	Creation station: Make a clay farm animal KAPOW! Adult activity	Let's get crafty KAPOW! Continuous Provision Adult led	<b>Structures boat KAPOW!</b>	Paint my world KAPOW! Continuous Provision Adult led
Being imaginative and expressive	Singup: I have a grumpy face & the sorcerers apprentice	Singup: witch, witch & row row row your boat	Observational drawings Singup: bird spotting & shake my sillies out	Singup: up and down & five fine bumble bees	Bee-bots- creating algorithms Singup: down under the sea & it is so quiet	Watch and talk about Dance Watch and talk about performance art Singup: slap clap clap & bow bow bow Belinda
<b>Physical Development</b>						
Gross motor skills <i>This will be the bases of what is available but different forms of gross motor will be available on top of this to supplement different experiences.</i>	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing/ Development of body strength, co-ordination, balance and agility/ Use their core muscle strength	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming	5-6 (challenge) Walks along a narrow line Walks forwards, backwards and sideways along a balancing beam or wall Runs lightly on toes Skips on alternate feet Can hop a few metres forwards on each foot, and can stand on each foot for about 10 seconds with arms folded Becomes skilful at large movements such as climbing, sliding, digging, etc. Bends over to touch toes without bending knees	Moves rhythmically to music Plays all kinds of ball games, including those with rules Hits a ball on a rope with a bat (swing ball) Catches a bean bag with one hand Kicks a rolling ball Dribbles a ball Bounces and catches a bounced ball with two hands Marches to the beat of music and learns simple dance steps Recap skills that in most need of development
Fine motor skills <i>This will be the bases of what is available but</i>	Screws/unscrews lids Strings several large, 1 - 1.5 inch beads Imitates, eventually copies from a model, vertical, horizontal lines, and circle Holds crayon with thumb and fingers Stacks 6-8 block tower, begins to follow	Strings small beads Snaps clothing, zips with assistance, begins to manipulate large buttons Folds and creases paper	Uses utensils and an open cup, no spillage. Imitates 4-6 part block designs Buttons clothes Laces sewing card Opens all fasteners Imitates then copies a diagonal line, square,	Builds complex designs with Legos, Tinker toys, etc. Imitates, then copies a rectangle Connects two dots with straight line Copies, then prints first name from memory Copies letters and numbers Draws an 6 part (or more) person, and recognizable pictures Uses scissors to cut complex shapes Ties laces together Cuts food with butter knife		Recap skills that in most need of development



<p><i>different forms of fine motor will be available on top of this to supplement different experiences.</i></p>	<p>block designs Uses scissors to snip paper Turns single pages in book</p>	<p>Imitates, then copies a cross ("t")                  Draws a two part person                  Holds pencil with thumb and fingers                  Stack 9-10 block tower, begins to copy block designs                  (train, bridge, wall)                  Uses scissor to cut along a thick, straight line</p>	<p>triangle, and X                  Draws a 3 part person                  Uses scissors to cut simple shape</p>			
<p>PSED</p>	<p>Looking after yourself: regular physical activity , healthy eating, toothbrushing , sensible amounts of 'screen time' , having a good sleep routine, being a safe pedestrian</p>					