

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Marvellous Me! (Settling in and learning about themselves and others)</b>	<b>Let's Celebrate! (Celebrations and Festivals around the world)</b>	<b>Once Upon a Time (Fairy Tale)</b>	<b>Watch Me Grow! (Life Cycles and Growth)</b>	<b>Amazing Animals (Animals)</b>	<b>Zoom, Zoom, Zoom! Off we Go! (Transport)</b>
General Themes	Getting to know each other, emotions, family, routines, body awareness. Helps children feel valued and safe while developing social and emotional understanding	Explore diverse traditions, food, music, and customs. Promotes cultural awareness, respect and inclusion.	Traditional tales, story structure, imagination. Promotes literacy, storytelling skills, and moral understanding	Understanding how plants, animals, and people grow and change. Builds observation and scientific thinking through hands-on learning.	Explore pets, wild animals, farm life and habitats. Encourages curiosity, classification and care for living things. Animals' movements, sorting activities	Explore different modes of transport and travel. Builds vocabulary, understanding of the world and problem-solving.
Possible Texts and 'old favourites'	The colour monster The colour monster goes to school Ruby's worry Tilda Tries Again Meesha makes Friends Perfectly Norman	Lighting a lamp: A Diwali story Autumnal Changes All are welcome My world, your world Christmas story Celebrations Around the World Come and Join the Celebration	Little Red Riding Hood Honestly, Red Riding Hood was Rotten! The Elves and the shoemaker The Enormous Turnip The Magic Porridge Pot The Little Red Hen	The very Hungry Caterpillar From Caterpillar to Butterfly A seed in Need Growing frogs Ten Seeds	Dear Zoo Brown Bear, Brown Bear, What Do you see? Giraffes Can't Dance Oi Frog! The Lion Inside Walking through the jungle	You can't take an elephant on the bus Mr. Gumpy's Outing The Train Ride Emergency! Whatever Next! Zoom, Zoom, Zoom! I'm Off to the Moon Maisy Goes by Plane/Bus/Train
INSPIRATIONAL PEOPLE	<b>Marcus Rashford</b> <b>Ellie Simmonds</b>	<b>Malala Yousafzai</b>	<b>Rosa Parks</b>	<b>Greta Thunberg</b> <b>Beatrix Potter</b>	<b>David Attenborough</b> <b>Jane Goodall</b>	<b>Neil Armstrong</b> <b>Amelia Earhart</b>
Hook 'Wow' moments / Enrichment Weeks	<b>Settling in and carrying out Baseline and talking about feelings.</b>	<b>Have some parents come and talk and do some food tasting from different celebrations</b>	<b>Will enquire about a free drama school coming in to do a session with our classes. Act out a story to their parents.</b>	<b>Have some chicks hatch in school and watch some Caterpillars turn into Butterflies.</b>	<b>Parents in for assembly to guess the animals and writing facts and questions about different habitats</b>	<b>Police vehicle come into school</b>
Experiences/ Trips		<b>Having the Fire Engine come into school</b>		<b>Jonathan's Jungle Road coming into school.</b>		<b>Going to Cotswold Wildlife Park</b>
Oracy Outcome	<b>Children will be able to confidently express themselves using simple sentences to:</b> <ul style="list-style-type: none"> <li>Talk about themselves, their families, and things they enjoy</li> <li>Name and describe different feelings and emotions</li> <li>Talk about familiar routines and daily activities</li> </ul>	<b>Children will be able to express themselves using simple sentences to:</b> <ul style="list-style-type: none"> <li>Talk about celebrations they have experienced or are familiar with</li> <li>Use key vocabulary related to celebrations and festivals (e.g., party, food, candle, parade)</li> <li>Describe what happens during a</li> </ul>	<b>Children will be able to express themselves using simple sentences to:</b> <ul style="list-style-type: none"> <li>Retell key parts of familiar fairy tales using story language (e.g., "Once upon a time...", "oh what big eyes you have")</li> <li>Sequence events from a story using time-related vocabulary (e.g.,</li> </ul>	<b>Children will be able to express themselves using simple sentences to:</b> <ul style="list-style-type: none"> <li>Talk about how they have grown and changed (e.g., "I was a baby, now I'm big!")</li> <li>Use vocabulary related to growth and life cycles (e.g., egg, caterpillar, seed, grow, change)</li> </ul>	<b>Children will be able to express themselves using simple sentences to:</b> <ul style="list-style-type: none"> <li>Name and describe different animals and their features (e.g., "The elephant has big ears.")</li> <li>Talk about where animals live and what they eat (e.g., "Penguins live in the snow.")</li> </ul>	<b>Children will be able to express themselves using simple sentences to:</b> <ul style="list-style-type: none"> <li>Name and describe different types of transport (e.g., "This is a fire engine, and it's red.")</li> <li>Talk about how they travel ("I go to school by bus/walk")</li> <li>Compare modes of transport using</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and name parts of their body</li> <li>Listen to others and take turns in conversations</li> <li>Show an awareness of others' feelings through discussion and role play</li> </ul>	<ul style="list-style-type: none"> <li>celebration (e.g., "We light candles," "We eat cake")</li> <li>Listen to others and ask questions about different cultural traditions</li> <li>Retell or act out parts of a festival or celebration through storytelling or role-play</li> <li>Use expressive language during songs, poems, or festive rhymes</li> </ul>	<ul style="list-style-type: none"> <li>first, then, next, finally)</li> <li>Describe characters and settings using relevant vocabulary (e.g., big bad wolf, tall tower, dark forest)</li> <li>Take part in role play or small world activities, using dialogue and expression</li> <li>Listen to others' versions of stories and respond appropriately</li> <li>Ask and answer simple questions about story events and characters</li> </ul>	<ul style="list-style-type: none"> <li>Describe the life cycle of a plant, animal, or human in their own words</li> <li>Ask and answer simple questions about how living things grow and change</li> <li>Share observations during planting, hatching, or other hands-on experiences</li> <li>Listen to others' ideas and add to discussions about growing and caring for living things</li> </ul>	<ul style="list-style-type: none"> <li>Compare animals using descriptive language (e.g., "A lion is big and loud, a cat is small and quiet.")</li> <li>Ask and answer simple questions about animals (e.g., "Why do fish have fins?")</li> <li>Share their own experiences with pets or animals they have seen</li> <li>Join in with animal-themed songs, rhymes, or role-play using animal voices and actions</li> </ul>	<ul style="list-style-type: none"> <li>basic descriptive language (e.g., "Trains are fast, bikes are quieter.")</li> <li>Ask and answer simple questions about transport ("Why do boats float?", "How does a plane fly?")</li> <li>Share experiences of journeys they've taken ("I traveled on a train to visit my granny.")</li> <li>Participate in songs, rhymes, or role play featuring movement and sound effects</li> </ul>
Author of the Term	Helen Oxenbury	David McKee	Michael Rosen	Eric Carle	Allan Ahlberg & Janet Ahlberg	Rod Campbell
Weekly Themes-	<b>Week One- Settling into school and Baseline assessments</b> <b>Week Two-The colour Monster</b> <b>Week Three- The colour Monster goes to school</b> <b>Week Four- Meesha makes Friends</b> <b>Week Five- Ruby's Worries</b> <b>Week Six- Tilda Tries Again</b> <b>Week Seven (Three days)- Perfectly Norman</b>	<b>Week One- Light a lamp: A Diwali story</b> <b>Week Two- All are Welcome</b> <b>Week Three- My world, your world</b> <b>Week Four- Celebrations Around the World</b> <b>Week Five- Come and Join the Celebration</b> <b>Week Six- Christmas story</b> <b>Week Seven- Happy New Year, Spot!</b>	<b>Week One- The Enormous Turnip</b> <b>Week Two- The Magic Porridge pot</b> <b>Week Three- The Little Red Hen</b> <b>Week Four- The Elves and the Shoemaker</b> <b>Week Five- Little Red Riding Hood</b> <b>Week Six- Honestly, Red Riding Hood was Rotten!</b>	<b>Week One- The very Hungry Caterpillar</b> <b>Week Two- From Caterpillar to Butterfly</b> <b>Week Three- Growing frogs</b> <b>Week Four- A seed in Need</b> <b>Week Five- Ten Seeds</b>	<b>Week One- Oi Frog!</b> <b>Week Two- Brown Bear, Brown Bear, What Do you see?</b> <b>Week Three- Dear Zoo</b> <b>Week Four- Giraffes Can't Dance</b> <b>Week Five- Walking through the jungle</b> <b>Week Six- The Lion Inside</b>	<b>Week One- Emergency!</b> <b>Week Two- Mr. Gumpy's Outing</b> <b>Week Three- You can't take an elephant on the bus</b> <b>Week Four- The Train Ride</b> <b>Week Five- Whatever Next!</b> <b>Week Six- Zoom, Zoom, Zoom! I'm Off to the Moon.</b> <b>Week Seven - Maisy Goes by Plane/Bus/Train</b> <b>Week 8 (Three days) – Transition to yr 1</b>
Maths Mastering number	Week 1 – subitising Week 2 – Counting, cardinality and ordinality Week 3 – Composition Week 4- Subitising Week 5- Composition	Week 6- Counting, cardinality and ordinality Week 7- Comparison Week 8- Week 9 – Composition Week 10- Counting, cardinality and ordinality	Week 11- subitising Week 12- Counting, cardinality and ordinality Week 13- Composition Week 14- Composition Week 15- Comparison	Week 16- Counting, cardinality and ordinality Week 17- Comparison Week 18- Composition Week 19- Composition Week 20- Composition	Week 21- Counting, cardinality and ordinality Week 22- subitising Week 23- Composition Week 24- Composition Week 25- Comparison	Week 26- subitising on a rekenrek Week 27- Comparison Week 28-Counting Week 29-number patterns Week 30-recall Week 31- understanding

	Shape, space and measure on a Friday	Shape, space and measure on a Friday	Shape, space and measure on a Friday	Shape, space and measure on a Friday	Shape, space and measure on a Friday	Shape, space and measure on a Friday
PSHE	<b>Being Me in my World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
BK Safeguarding Curriculum links (linked to Jigsaw unit above)	In this unit, the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have.	They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this unit the children will know what a challenge is. Know that it is important to keep trying. Know what a goal is. Know how to set goals and work towards them. Know which words are kind. Know some jobs that they might like to do when they are older. Know that they must work hard now in order to be able to achieve the job they want when they are older. Know when they have achieved a goal. Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Talk about a time that they kept on trying and achieved a goal. Be ambitious. Resilience. Recognise how kind words can encourage people. Feel proud. Celebrate success.	In this unit children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend.	They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help.
PE						
Special Days	International Day of Literacy European Day of Languages	5 <sup>th</sup> November Guy Fawkes 11 <sup>th</sup> November Armistice Day Children in Need St Andrew's Day	6 <sup>th</sup> January The Epiphany 25 <sup>th</sup> January Burns Night Safer Internet Day Lunar New Year	1 <sup>st</sup> March St David's Day March Women's History Month World Book Day March British Science Week Mother's Day 17 <sup>th</sup> March St Patrick's Day World Poetry Day	Earth Day 23 <sup>rd</sup> April St George's Day Mental Health Awareness Week World Ocean and Environmental day	Father's Day