

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me! People Who Help Us Harvest	Traditions and Celebrations	Space – The moon, sun and planets.	Dinosaurs and Fossils	Superheroes and Materials	Pirates and Boats
Key Texts	Goldilocks and the three bears Little Red Hen Little Red Riding Hood The Ginger Bread Man Jack and the Beanstalk Home Building a Home My Mum and Dad make me laugh People Who help us Emergency Vehicles We're going on a Bear Hunt	Rama and Sita: A Diwali story The Best Diwali Ever Let's Celebrate A day to remember Farmer Duck Handas Surprise Bringing the Rain to Kapiti Plain Oliver's Vegetables We went to visit a farm one day Poppies by Cheebies	The Way back Home Zoom to the Moon The dinosaur that pooped a planet Goodnight Moon Teatime in Space Astro Girl Qpootle5 How to Catch a Star Lost and Found Rosie's Walk	Dinosaur that Pooped the bed Dinosaur Roar The Hungry Caterpillar Captain Flinn and the Pirate Dinosaurs Where the Wild things are? Chocolate Mug Cake Penguins by National Geographic	Supertato Even a superhero has bad days SuperDad Theres a superhero in your book Perfectly Norman Bear Shaped What we'll build	The Dinosaur that pooped a pirate ship Captain Flinn and the Pirate Dinosaurs Pirates love underpants The Pirates Next Door Pirates The Pirate Cruncher Sam and Dave Dig a hole If sharks disappeared On Sudden Hill
Literacy (English)	Phonics: Little Wandle					
	Little Wandle: s,a,t,p,i,n,g,o,c,k,ck,e,u,r,h,b, f, l Tricky words: is, the, l	Little Wandle: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th ng, nk Words ending in s Tricky words: as, his, has, he, go, no, to, into, she, he, of, we, me, be	Little Wandle: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Words with doubles letters: dd, mm, tt, bb, rr, gg, pp, ff Tricky words: was, you, they, my, by, all, are , sure, pure	Little Wandle: Review ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Review words with double letters Words with two or more diagraphs Longer words Words ending in ing, s, es	Little Wandle: Short vowels Cvcc/ ccvc/ ccvcc/ cccvc/ cccvcc words Longer words Compound words Root words ending in ing/ ed Tricky words: said, so, like, have, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Little Wandle: Long vowels Cvcc/ ccvc/ cccvc/ ccv/ ccvcc Phase 4 words ending in s/ es/ ing/ ed/ er/ est
	Reading: Little Wandle					
	Pat it Sit Sip Nap Sit Sit Tip Sip Nap Pat a Pan Sit Tip Pat Sit in!	Pat it Sit Sip Nap Sit Sit Tip Sip Nap Pat a Pan Sit Tip Pat Sit in!	Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Of Hush!	Pink Boat, Pink Car Finn Feels Better A Job for the Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox	Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River	The foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper

		Tap it Tad! A dip Pip! Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop	Fix it, Fox Jazz and Jet Ding Dong Dash to Dig Cubs Jig and Jog Buzz, Hop, Zip Will it Sink? Big Mud Run	Rock Pools Down to Up Odd Fish!	Food on the Farm Owls in the Night It is Hidden	How the Ear Can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks from the Top
	Writing: Write Stuff (bold)					
	Picture of family (draw and label) (Emergent writing for some children) Name Writing CVC words through Phonics Handwriting	Handwriting Letter to Santa CVC/CCVC/CVCC words through Phonics Labelling pictures Poppies Cbeebies animation – Remembrance Sunday	How to Catch a Star by Oliver Jeffers (over 2 weeks) Lost and Found by Oliver Jeffers (over 2 weeks) Rosie’s Walk by Pat Hutchins (over 2 weeks)	Where the Wild Things are by Maurice Sendak (over 2 weeks) Chocolate Mug Cake by Michael Rosen (over 2 weeks) Penguins by National Geographic (over 2 weeks)	Perfectly Norman by Tom Percival (over 2 weeks) Bear Shaped by Dawn Coulter-Crutenden (over 2 weeks) What we’ll build by Oliver Jeffers (over 2 weeks)	Sam and Dave Dig a hole by Mac Barnett If sharks disappeared by Lily Williams On Sudden Hill by Linda Sarah
Maths	Maths No Problem					
	Maths no problem: 1- Matching 2- Sorting 3- Comparing and ordering 4- AB patterns 5- Counting Counting	Maths no problem: 1- Time 2- Composition of number to 5 3- Composition of number to 5 4- 2D shapes 5- 2D shapes 6- Positional language	Maths no problem: 1- Zero 2- Counting and ordering 3- Counting 4- Addition 5- Comparing and ordering to 10 Counting	Maths no problem: 1- Counting 2- Patterns 3- Measuring lengths and heights 4- Capacity-developing language 5- 2D shapes 6- 3D shapes	Maths no problem: 1- Counting on to add 2- Counting forwards and backwards 3- Counting to 20 4- Doubling 5- Halving and sharing 6- Odds and evens	Maths no problem: 1- Mass 2- Volume and capacity 3- Money 4- Data 5- All 6- Word problems
Communication and language	Key Vocabulary: Relationships Responsibility Family Mum / Dad Brother / Sister Grandparents Aunties / Uncles Home / houses / bungalow / flat / apartment Pets Same / Different Police Firemen	Key Vocabulary: Respect Reverence Celebration Festival Diwali Diya Bonfire Parliament Remembrance Day Bible Harvest Birthdays Weddings	Key vocabulary: Space Stars Moon Rocket Travel Aliens Planets Sun Mars Maps Local Community Rivers	Key Vocabulary: Dinosaurs Fossils Archaeologist Tyrannosaurus Rex Diplodocus Pterodactyl Timeline Millions Mary Anning Digging Bones Plants Lizards	Key Vocabulary: SuperHero Hero Talent Power Skill Save Rescue Help Protect Superpower Fly Super Strong	Key Vocabulary: Boat Ship Sail Pirate Ocean Sea Treasure Island Land Water Sink Float Telescope

	Vets Doctors Teachers Farmers Nurses Paramedics	Fireworks Special	Roads Castle Shops Church	Omnivore Carnivore Herbivore Earth	Muscles Clever Villain Bad guy Anti-hero	Pirate Eyepatch Explore Map Find Buried Treasure chest
Personal social and emotional development	<p>Settling In I can express how I feel about starting school. I can talk about my worries and/or the things I am looking forward to about starting school. I can help others to feel welcome. I can begin to form new relationships. I understand our classroom rules and routines.</p> <p>Citizenship & British Values I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands I am starting to understand children's rights, and this means we should all be allowed to learn and play. I am learning what being responsible means.</p>	<p>Relationships I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>Setting Goals: I understand that if I persevere, I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Keeping Healthy I understand that I need to exercise to keep my body healthy. I understand how moving, and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>Relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use calm me time to manage my feelings. I know how to be a good friend.</p>	<p>RSE I can name parts of the body. I understand some areas in which I Can look after myself e.g dressing and undressing. I understand that we all grow from babies to adults. Transition I can express how I feel about moving to Year 1. I can talk about my worries and / or the things I am looking forward to about being in year 1. I can share my memories of the best bits of this year in Reception.</p>
Physical Development	PE: Get Set for PE					
	<p>Get set for PE: Unit: Fundamentals of PE 1 1- Develop balancing whilst stationary and on the move 2- Develop running and stopping</p>	<p>Get set for PE: Unit: Fundamentals of PE 2 1- Develop balancing 2- Develop running and stopping</p>	<p>Get set for PE: Unit: Gymnastics 1 1- Copy and create shapes with your body 2- Be able to create shapes</p>	<p>Get set for PE: Unit: Gymnastics 2 1- Create short sequences using shapes, balances and travelling actions</p>	<p>Get set for PE: Unit: Ball skills 1 1- Develop rolling a ball to a target 2- Develop stopping a ball</p>	<p>Get set for PE: Unit: Ball skills 2 1- Develop rolling and tracking a ball 2- Develop accuracy when</p>

	<ul style="list-style-type: none"> 3- Develop changing direction 4- Develop jumping and landing 5- Develop hopping and landing with control 6- Explore different ways to travel 	<ul style="list-style-type: none"> 3- Develop changing direction 4- Develop jumping 5- Develop hopping 6- Explore different ways to travel using equipment 	<p>whilst on apparatus</p> <ul style="list-style-type: none"> 3- Develop balancing and taking weight in different body parts 4- Develop jumping and landing safely 5- Develop rocking and rolling 6- Copy and create short sequences by linking actions together <p>Unit: Dance 1</p> <ul style="list-style-type: none"> 1- Explore different body parts and how they move 2- Explore different body parts and how they move and remember and repeat actions 3- Express and communicate ideas through movements exploring directions and levels 4- Create movements and adapt and perform simple dance patterns 5- Copy and repeat actions showing confidence and imagination 6- Move with control and 	<ul style="list-style-type: none"> 2- Develop balancing and safely using apparatus 3- Develop jumping and landing safely from a height 4- Develop rocking and rolling 5- Explore travelling around, over and through apparatus 6- Create sequences using apparatus <p>Unit: Dance 1</p> <ul style="list-style-type: none"> 1- Copy, repeat and explore actions in response to a theme 2- Explore and remember actions considering level, shape and direction 3- Explore movement using a prop with control and coordination 4- Move with control and coordination, expressing ideas through movement 5- Remember and repeat action moving in time 	<ul style="list-style-type: none"> 3- Develop accuracy when throwing to a target 4- Develop bouncing and catching a ball 5- Develop dribbling a ball with your feet 6- Develop kicking a ball <p>Unit: Games 1:</p> <ul style="list-style-type: none"> 1- Work safely and develop running and stopping 2- Develop throwing and learn how to keep score 3- Be able to play games showing an understanding of the different roles within it 4- Follow instructions and move safely when playing tagging games 5- Work cooperatively and learn to take turns 6- Work with others to play team games 	<ul style="list-style-type: none"> throwing to a target 3- Develop dribbling with hands 4- Develop throwing and catching with a partner 5- Develop dribbling a ball with your feet 6- Develop kicking a ball to a target <p>Unit: Games 2</p> <ul style="list-style-type: none"> 1- Aim when throwing and practice keeping score 2- Follow instructions and move safely when playing team games 3- Learn to play against a partner 4- Develop coordination and play by the rules 5- Explore striking a ball and keeping score 6- Work cooperatively as a team
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			coordination, linking, copying and repeating actions	with the movement 6- Explore actions in response to a theme and begin to use counts		
Understanding the world (Science, Geography, ICT)	Geography					
	Who am I?/ Who can we go to for help? To know how a Police officer can help us To know how a Doctor/Nurse can help us To know how a Vet can help us and animals To know how a teacher can help us To know how our families can help us To know what farmers do for us To know how we can find help in the world around us To know and understand different cultures and events such as Diwali, thanksgiving, Christmas, bonfire night, harvest festival and Halloween. To know how to stay safe in the world around us (Stranger Danger)		Where do we live? To draw a picture of our home To know our school is in Tattershall (understand that some children might live in Coningsby) To look at a map of Tattershall To go for a walk around Tattershall To visit the Church and Tattershall Castle To know how to stay safe around Tattershall To visit the Park near School To visit Carres Wood near school To learn about the RAF base in the neighbouring town of Coningsby		What makes the world? To know the world is made up of land and water To know the water is called Ocean and Sea To know different features around the world including hot/cold climates, rivers, mountains, oceans, sea, hills, cities, towns, villages etc. To draw a simple map and explain it To see different pictures from around the world and describe them. To know that we live in the United Kingdom (which is made up of England, Wales, Scotland and Northern Ireland)	
	History					
	What is History? To know that history as about things from the past. To understand what a history museum is. To look at objects from the past and what they were used for. To compare objects from now to similar objects from the past.		Who was Mary Anning? To know what a fossil is. To understand why fossils are important. To know how a fossil is formed. To look at images of fossils and guess what animal they might belong to. To understand what happened to Mary Anning as a child. To know facts about Mary Anning's life. To know what a palaeontologist does.		What is a Pirate? To know names of some historical Pirates. To understand what pirates did. To listen to recollections and stories about pirates from the past. To look at what happened to Pirate ships when they were sunk.	
	Science					
People Who Help Us <ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Describe people who are familiar to them Learn about how to take care of themselves 	Farms – Animals and plants <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. 	Space and the planets <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Learn about the Sun, Earth, Moon planets and the stars. 	Dinosaurs <ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the 	Superheroes <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Encourage children to reuse materials 	Pirates <ul style="list-style-type: none"> Encourage children to describe how sand or water moves down pipes or gutters, or marbles travel down a marble run, and how they changed this. Discuss floating and sinking and explore what 	

	<ul style="list-style-type: none"> Learn about the roles in society and why these are important. To understand people that you can trust in society and how to recognise them through uniforms, vehicles and equipment. 	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Learn about space travel. 	<p>natural environment and all living things.</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Understand what a fossil is and the basic idea of how they are formed. 	<p>and talk about what can be recycled to care for the natural world.</p> <ul style="list-style-type: none"> Support children to list the properties the material has. Encourage children to test that their model is fit for purpose and that the materials are suitable. Encourage children to compare and describe how materials change over time and in different conditions. 	<p>types of objects might sink or float.</p> <ul style="list-style-type: none"> Encourage children to notice and talk about the objects in the playground that are moved by the wind. Encourage children to explore and talk about what they observe when turning bottles filled with different liquids and a marble upside down. Encourage children to ask questions about forces, such as "What happens if I ..."
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ICT: Kapow computing

		<p>Kapow: Unit: Computing systems and networks 1: Using a computer</p> <ol style="list-style-type: none"> Keyboards Logging in and out Mouse control Mouse control- clicking <p>Mouse control- clicking and dragging</p>	<p>Kapow: Unit: Programming 1- all about instructions</p> <ol style="list-style-type: none"> Following instructions Giving simple instructions Dressing up instructions Debugging instructions (washing hands) Predictions 	<p>Kapow: Unit: Computing systems and networks: exploring hardware</p> <ol style="list-style-type: none"> Exploring hardware tinker tray Real world tinker tray Picture of play Picture walk Class photo album 	<p>Kapow: Unit: Programming 2: Programming Bee-Bots</p> <ol style="list-style-type: none"> Understanding arrows Introducing the Bee- Bot Simple Bee-Bot programming Understanding algorithms Programming a Bee-Bot 	<p>Kapow: Unit: Data handling: Introduction to data</p> <ol style="list-style-type: none"> Loose parts play Sorting ourselves Yes or no? Creating a branching database Exploring pictograms
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**Exploring
using Media
and Materials**

Art and DT: Kapow

<p>Kapow: Unit: Marvellous Marks</p> <ol style="list-style-type: none"> 1- Mark making with wax crayons 2- Mark making with felt tips 3- Mark making with chalk 4- Observational pencil drawings 5- Drawing faces 6- Drawing faces in colour <p>Unit: Seasonal crafts</p> <ol style="list-style-type: none"> 1- Seasonal crafts- Autumn nature wreaths <p>Unit: Soup</p> <ol style="list-style-type: none"> 1- Fantastic fruits and vegetables 2- Pumpkin soup 3- Designing soup 4- Knife soup 5- Making soup 6- Designing soup packaging 	<p>Kapow: Unit: Craft and design: Let's get crafty</p> <ol style="list-style-type: none"> 1- Cutting skills 2- Threading skills 3- Joining materials 4- Paper snakes 5- Flower designs 6- Tissue paper flowers <p>Unit: Seasonal projects</p> <ol style="list-style-type: none"> 1- Hibernation boxes 2- Sliding Christmas chimneys <p>Unit: Seasonal crafts</p> <ol style="list-style-type: none"> 2- Christmas craft- salt dough decorations 	<p>Kapow: Unit: Painting and mixed media: paint my world</p> <ol style="list-style-type: none"> 1- Finger painting 2- Outdoor painting 3- Paint my world 4- Collage and transient art 5- Landscape collage 6- Transient art <p>Unit: Seasonal crafts</p> <ol style="list-style-type: none"> 3- Winter crafts- threaded snow flakes <p>Unit: Bookmarks</p> <ol style="list-style-type: none"> 1- Exploring threading and weaving 2- Paper weaving 3- Sewing with hessian 4- Designing bookmarks 5- Creating bookmarks 6- Evaluating bookmarks 	<p>Kapow: Unit: Seasonal crafts</p> <ol style="list-style-type: none"> 1- Spring crafts- petal mandala suncatchers 2- Easter craft- egg threading <p>Unit: Junk modelling</p> <ol style="list-style-type: none"> 1- Exploring junk modelling 2- Cutting and scissor skills 3- Choosing resources 4- Making models 5- Evaluation and presentation 6- Temporary joins 	<p>Kapow: Unit: creation station</p> <ol style="list-style-type: none"> 1- Clay 2- Playdough 3- 3D landscape art 4- Designing animal sculptures 5- Creating animal sculptures 6- Painting animal sculptures <p>Unit: Seasonal projects</p> <ol style="list-style-type: none"> 1- Designing a rainbow salad 2- Making a rainbow salad 	<p>Kapow: Unit: Boats</p> <ol style="list-style-type: none"> 1- Waterproof materials 2- Floating and sinking 3- Boats 4- Investigating boats 5- Designing boats 6- Creating and testing boats <p>Unit: Seasonal Art</p> <ul style="list-style-type: none"> - To experiment with painting using salt and colour mixing.
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Music: Charanga

	<p>Charanga Unit: Me!</p> <ol style="list-style-type: none"> 1- Listen and Respond to a different style of music each week/step 2- Explore and Create - initially using voices only but building to using classroom instruments too 3- Singing - nursery rhymes and action songs - building to singing and playing 4- Share and Perform 	<p>Charanga Unit: My stories</p> <ol style="list-style-type: none"> 1- Listen and Respond to a different style of music each week/step 2- Explore and Create using voices and classroom instruments 3- Singing - nursery rhymes and action songs - building to singing and playing 4- Share and Perform 	<p>Charanga Unit: Everyone!</p> <ol style="list-style-type: none"> 1- Listen and Respond to a different style of music each week/step 2- Explore and Create using voices and classroom instruments 3- Singing - nursery rhymes and action songs - building to singing and playing 4- Share and Perform 	<p>Charanga Unit: Our World</p> <ol style="list-style-type: none"> 1- Listen and Respond to a different style of music each week/step 2- Explore and Create using voices and classroom instruments 3- Singing - nursery rhymes and action songs - building to singing and playing 4- Share and Perform 	<p>Charanga Unit: Big Bear Funk</p> <ol style="list-style-type: none"> 1- Listen and Appraise 2- Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments <p>Perform and Share</p>	<p>Charanga Unit: Reflect, Rewind and Replay</p> <p>A consolidation of the year's work, prepare for a performance and look at the history of music.</p>
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