

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Unit	Bear stories / Autumn	People Who help us	Traditional tales (Ginger bread man)	Farm animals (Little red hen)	Africa	Minibeasts and growing
Literacy Reading	<p>Phonics: ELS Phase 1/ 2 Key objective:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them • Develop their phonological awareness so that they can: spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. <p>Nursery Rhymes: -Twinkle Twinkle -Baa Baa Black sheep -Humpty Dumpty -5 little men in a flying saucer -5 little ducks</p>	<p>Phonics: ELS Phase 2/3 Key objectives:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. <p>Nursery Rhymes: -5 little monkeys - 5 currant buns -1,2,3,4,5 once I caught a fish alive - Wheels on the bus</p>	<p>Phonics: ELS Phase 3 Key Objective:</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. <p>Nursery Rhymes: - Sing a song of sixpence</p>	<p>Phonics: ELS Phase 3 Key Objective:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Phonics: ELS Phase 3/4 Key Objective:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Nursery Rhymes:</p>	<p>Phonics: ELS Phase 4/ 5 Key Objective:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Nursery Rhymes:</p>

	<p>-5 speckled frogs</p> <p>Key objective:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes</p>	<p>- Tommy Thumb - little Jack Horner</p> <p>Key objective:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes</p>	<p>- Jack and Jill - Incy Wincy Spider - Hickory Dickory Dock - I hear thunder - Miss Polly had a dolly</p> <p>Key objective:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes</p>	<p>Nursery Rhymes: 10 Green Bottles - Ten in a Bed - Dingle Dangle Scarecrow - I'm a little Teapot - Old McDonald had a farm - Wee Willie Winkie</p> <p>Key objective:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes</p>	<p>Ring a ring a roses - Here we go around the Mulberry bush -Head Shoulders knees and toes -Grand old Duck of York -Sleeping bunnies -Wiggle Woo</p> <p>Key objective:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes</p>	<p>-A sailor went to sea, sea, sea - Hey Diddle Diddle -The crooked sixpence -London Bridge is falling down - Cobbler, cobbler mend my shoe -This Old man</p> <p>Key objective:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes
Literacy Writing	<p>Talk for writing: We're going on a bear hunt</p> <p>Key objectives:</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in 	<p>Talk for writing: Emergency Services</p> <p>Key objectives:</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in 	<p>Talk for writing: Gingerbread man</p> <p>Key objectives:</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in 	<p>Talk for writing: Little Red Hen / Farm animals</p> <p>Key objectives:</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition 	<p>Talk for writing: Three little pigs</p> <p>Key objectives:</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in 	<p>Talk for writing: Jack and the beanstalk / Minibeasts</p> <p>Key objectives:</p> <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition

	<p>their own words</p> <p>Kinetic Letters: Pencil hold, building strength and dexterity in our bodies</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools include pencils for drawing and writing. 	<p>their own words</p> <p>Kinetic Letters: Jumper family h, n, m, r, p, , b Abracadabra family C, o, a, d, g, s</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • Form lower case letters correctly. 	<p>their own words</p> <p>Kinetic Letters: Recap Abracadabra family -c, o, a, d, g, s, q Squiter / Window Cleaner e, l, t, l, u</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • Form lower case letters correctly. 	<p>and some in their own words</p> <p>Kinetic Letters: Recap previous letters Slider / Fisher V, w, x, z, k</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • Form lower case letters correctly. 	<p>their own words</p> <p>Kinetic Letters: Recap and write using the monkey lines.</p> <p>Key objectives: Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>and some in their own words</p> <p>Kinetic Letters Recap and write using the monkey lines.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient
<p>Maths: NCETM</p>	<p>Subitising Key objectives:</p> <ul style="list-style-type: none"> • perceptually subitise within 3 	<p>Subitising Key objectives:</p> <ul style="list-style-type: none"> • subitise within 5, perceptually and conceptually, 	<p>Subitising Key objectives:</p> <ul style="list-style-type: none"> • increase confidence in subitising by continuing to 	<p>Subitising Key objectives:</p> <ul style="list-style-type: none"> • explore symmetrical patterns, in which each side 	<p>Subitising Key objectives:</p> <ul style="list-style-type: none"> • continue to practise increasingly familiar subitising 	<p>Subitising Counting, cardinality and ordinality</p>

	<ul style="list-style-type: none"> identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Counting, cardinality and ordinality Key objectives:</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song 	<p>depending on the arrangements.</p> <ul style="list-style-type: none"> create their own patterns for numbers within 5. practise using their fingers to represent quantities which they can subitise <p>Counting, cardinality and ordinality Key objectives:</p> <ul style="list-style-type: none"> continue to develop counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 <p>begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition Key objectives:</p>	<p>explore patterns within 5, including structured and random arrangements</p> <ul style="list-style-type: none"> explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' <p>continue to match arrangements to finger patterns.</p> <p>Counting, cardinality and ordinality Key objectives:</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy 	<p>is a familiar pattern, linking this to 'doubles'.</p> <p>Counting, cardinality and ordinality Key objectives:</p> <ul style="list-style-type: none"> continue to consolidate understanding of cardinality, working with larger numbers within 10 <p>become more familiar with the counting pattern beyond 20.</p> <p>Composition Key objectives:</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<p>arrangements, including those which expose '1 more' or 'doubles' patterns</p> <ul style="list-style-type: none"> use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Counting, cardinality and ordinality</p>	<p>Composition</p> <p>Comparison</p> <p>Key objectives:</p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
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	<ul style="list-style-type: none"> • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. <p>Composition Key objectives:</p> <ul style="list-style-type: none"> • see that all numbers can be made of 1s • compose their own collections within 4. <p>Comparison Key objectives:</p> <ul style="list-style-type: none"> • understand that sets can be compared according to a 	<ul style="list-style-type: none"> • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. <p>Comparison Key objectives:</p> <ul style="list-style-type: none"> • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<ul style="list-style-type: none"> • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 <p>order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition Key objectives:</p> <ul style="list-style-type: none"> • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p>	<p>Comparison Key objectives:</p> <ul style="list-style-type: none"> • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Key objectives</p> <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers <p>continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Composition Key objectives:</p> <ul style="list-style-type: none"> • explore the composition of 10. <p>Comparison Key objectives:</p> <ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system. 	
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	<p>range of attributes, including by their numerosity</p> <ul style="list-style-type: none"> use the language of comparison, including 'more than' and 'fewer than' <p>compare sets 'just by looking'</p>		<p>Key objectives:</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 			
<p>Understanding the world: Science</p>	<p>Autumn & All about me</p> <p>Key objectives:</p> <p>Use all their senses in hands on-exploration of natural materials.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Winter & Ice</p> <p>Key objectives:</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Exploring Magnets</p> <p>Key objectives:</p>	<p>Making Gingerbread Men</p> <p>Key objectives;</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Life cycle of a chick (TBC)</p> <p>Key objectives:</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Exploring materials – what materials make for the best house? (TBC)</p> <p>Key objectives:</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences</p>	<p>Life cycle of a caterpillar and bean</p> <p>Key objectives:</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore the natural world around them, making observations and</p>

	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>	<p>Explore the natural world around them.</p> <p>Floating and Sinking Key objectives: Explore how things work.</p>	<p>Make bread</p> <p>Key objectives:</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>between materials and changes they notice.</p>	<p>drawing pictures of animals and plants.</p> <p>Life cycle of a bean</p> <p>Key objectives:</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore the natural world around them.</p>
Understanding the World: History	<p>Key objectives:</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Comparing different figures from the past (Rosa Parks)</p> <p>Simple introduction to bonfire night and Guy Fawls</p> <p>Key objectives:</p> <p>Compare and contrast characters from stories,</p>	<p>Comparing different figures from the past (Ada Lovelace & Amelia Earhart)</p> <p>Key objectives:</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comparing different figures from the past (Marie Curie)</p> <p>Key objectives:</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comparing different figures from the past (Martin Luther King)</p> <p>Key objectives:</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comparing different figures from the past (Mother Teresa, Gandhi)</p> <p>Key objectives:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and</p>

	<p>Comment on images of familiar situations in the past.</p>	<p>including figures from the past.</p> <p>Show interest in different occupations.</p>	<p>Show interest in different occupations.</p>	<p>Show interest in different occupations.</p>	<p>Show interest in different occupations.</p>	<p>what has been read in class.</p>
<p>Understanding the World: Geography</p>	<p>Our School</p> <p>Take children on a walk around the school and grounds.</p> <p>Key objectives:</p> <p>Talk about what they see, using a wide vocabulary.</p>		<p>Looking after our environment</p> <p>Forest school led sessions.</p> <p>Recycling- Messy Magpie story – Twinkl</p> <p>Litter pickers</p> <p>Key objective:</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To read a simple map and talk about key features of the local environment</p> <p>Use a map to locate things in the Spinney</p> <p>Key objectives:</p> <p>Draw information from a simple map.</p>	<p>Comparing Northampton to Africa</p> <p>African dance, drumming and art workshop.</p> <p>Read Handa’s Surprise.</p> <p>Watch videos depicting a child’s life in rural Kenya.</p> <p>Class discussion about similarities and difference. Sort pictures.</p> <p>Key objectives:</p> <p>Recognise some environments that are different to the one in which they live.</p>	

					<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	
Expressive arts & Design	<p>Self portraits Access to art and design provision to create own</p> <p>Key objectives: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Using nature for art</p> <p>Key objectives: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Making props for roleplay</p> <p>Key objectives: Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Observational drawings or model making of chicks / Tadpoles</p> <p>Key objectives: Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>African mask making.</p> <p>Key objectives: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Observational drawing of Caterpillars/ butterflies.</p> <p>Make models for a purpose.</p> <p>Key objectives: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

	Explore colour and colour-mixing.					<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Share their creations, explaining the process they have used.</p>
RE	<p>Harvest</p> <p>Christianity and religious beliefs represented in the class, school and local community.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are special to members of their community.</p>	<p>Christmas</p> <p>Christianity and religious beliefs represented in the class, school and local community.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are special to members of their community.</p>	<p>Chinese New Year</p> <p><u>Chinese parent to give a talk to the children.</u></p> <p>Christianity and religious beliefs represented in the class, school and local community.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are special to members of their community.</p>	<p>Easter</p> <p>Christianity and religious beliefs represented in the class, school and local community.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are special to members of their community.</p>	<p>Eid</p> <p>Christianity and religious beliefs represented in the class, school and local community.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Understand that some places are special to members of their community.</p>	<p>Local Church visit TBC</p> <p>Christianity and religious beliefs represented in the class, school and local community.</p> <p>Understand that some places are special to members of their community.</p>

<p>PSHE (Jigsaw)</p>	<p>Being me in my world:</p> <ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities <p>Key objectives:</p> <p>Develop their sense of responsibility and membership of a community. See themselves as a valuable individual.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words</p>	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself <p>Key objectives:</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Develop appropriate ways of being assertive.</p> <p>Play with one or more other children, extending and</p>	<p>Dreams & Goals:</p> <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals <p>Key objectives:</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping Clean • Safety <p>Key objectives:</p> <p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Relationships:</p> <ul style="list-style-type: none"> • Family life. • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend <p>Key objectives:</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Changing me:</p> <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations <p>Key objectives:</p> <p>See themselves as a valuable individual.</p> <p>Manage their own needs – personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing; Regular physical activity, healthy eating, toothbrushing, sensible amount of ‘screen time’.</p>
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	like 'happy', 'sad', 'angry' or 'worried'.	elaborating play ideas.	Show resilience and perseverance in the face of challenge.		Think about the perspectives of others. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Having a good sleep routine, being a safe pedestrian.
PE	<p>Dance</p> <p>Key objectives:</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Dance & Gymnastics</p> <p>Key objectives:</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Dance & Gymnastics</p> <p>Key objectives:</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Dance & Gymnastics</p> <p>Key objectives:</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Gymnastics & Ball skills</p> <p>Key objectives:</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gymnastics & Ball skills</p> <p>Key objectives:</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

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