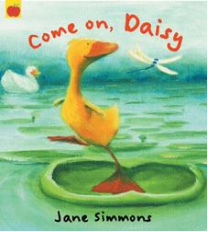
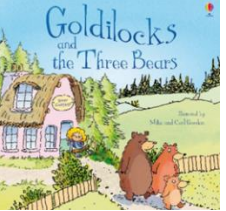
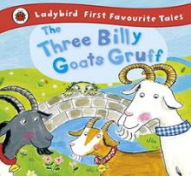
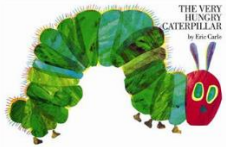


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes/ lines of enquiry (But not limited to...)	Come on, Daisy Ourselves/ My body: Who are you? My Family: Who are my family? Our feelings/emotions: How do you feel? Pets: Do you have a pet?	The Gingerbread Man. Celebrations, people & Traditions – People who help us, Diwali, country comparison – India, Halloween, Christmas	Goldilocks and the Three Bears: Who's been in my house? Fantasy: castles, Kings and Queens, Pirates, Superheroes. Why do you love me so much?	The Three Little Pigs The World Around us: Zoo/Jungle animals, Farm animals: Are Eggs Alive (Easter)	The Three Billy Goats Gruff The Great Outdoors: Transport, holidays: Exploring countries, growing, minibeasts	The Very Hungry Caterpillar Healthy Lifestyle: Healthy eating, fitness.
Characteristics of Effective Learning	The Characteristics of Effective Learning underpin learning and development across all areas and support children to become effective and motivated learners. Adults support children and promote the Characteristics of Effective Learning through play and all learning opportunities by focusing on the process of learning to enable children to become more powerful, independent learners and thinkers. The Characteristics of Effective Learning are: • Playing & exploring • Active Learning • Creating and thinking critically					
Experiences	Visit school guinea pigs, going on a walk around our school, Stay and Play.	Halloween dress up, tasting food from other cultures, Making Gingerbread biscuits, Nativity, Christmas stay and play, songs and role play.	Teddy Bears Picnic. Colour hunt, making castles, treasure Hunt, superhero dress up. Making love heart biscuits for loved ones.	Walk around our local area and looking at buildings. Farm Trip, Making chocolate nests, Spring walk. Melting, shaping, and moulding chocolate.	Recreating the story, The Three Billy Goats Gruff Summer walk, Planting cress, eating ice cream. Minibeast hunt. Bring in own bikes/trikes or scooters. Sharing holiday photos.	Food tasting, Tasting food from 'The Very Hungry Caterpillar story. Celebration of Eid. Sports Day, Film Day, End of year celebrations. Transition.

Key Stories & Books	Come on, Daisy  Where's Spot, Hug, The Family Book, Feelings: A lift-the-flap book of emotions, Animal babies.	The Gingerbread Man  Squash the Spider, Dear Santa, You Choose, and Superhero like you.	Goldilocks and the Three Bears  If I had a Dragon, Pirates in Pyjamas, Superhero Daisy, Guess how much I love you?	The Three Little Pigs  All are welcome, Dear Zoo, Spot goes to the farm.	The Three Billy Goats Gruff  Jasper's Beanstalk, Hide and seek pig, The Very Busy Spider.	The Very Hungry Caterpillar  Each Peach Pear Plum, The Rabbit and the Turtle, The Book with No Pictures, My New Teacher and Me!
Songs	Head, shoulders, knees and toes; Tommy Thumb; If you are happy and you know it; 1,2,3,4,5 Once I Caught a Fish Alive; once I caught a fish alive; two little dicky birds, When Goldilocks went to the house of the bears.	Incy Wincy Spider; Twinkle Twinkle Little Star; Wind the Bobbin Up; Round a Round a Garden; Miss Polly had a Dolly; Hickory Dickory Dock; Pat a Cake; When Santa got stuck up the chimney; Christmas pudding.	Jack and Jill; Row, Row, Row your Boat; The Grand Old Duke of York; Dingle Dangle Scarecrow; Rainbow song	I'm a Little Tea Pot; Walking through the jungle; Old Mc Donald; Humpty Dumpty; 5 little ducks; -Baa Baa Black Sheep; Five Cheeky Monkey's Jumping on the bed.	One Potato, Two potato, three potato; The wheels on the bus; Little Miss Muffet Five Currant Buns.	Caterpillar song; Twinkl Twinkl chocolate bar; Polly put the Kettle on; Hop little Bunnies
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. In F1 physical development is taught through creating games and providing opportunities for play both indoors and outdoors, where adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. In F1 we use dough gym & write dance as whole class interventions and encourage children to move in a range of ways, negotiating space, speed					

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	use and direction. Fine motor resources are provided in provision for children to use and explore safely and confidently. Suggested tools, pencils for drawing and writing, paintbrushes, threading, hammering, scissors to make snips and cut and playdough to manipulate.					
Maths	White Rose Maths – Topics covered		White Rose Maths – Topics covered		White Rose Maths – Topics covered	
	Counting 1 & 2 Subitising 1 Comparison 1 Pattern 1 & 2 Shape, space & measures 1 & 2		Counting 3 & 4 Subitising 2 Comparison 2 Pattern 3 & 4 Shape, space & measures 3 & 4		Counting 5 & 6 Subitising 3 & 4 Comparison 3 Pattern 5 & 6 Shape, space & measures 5	
	Comparing and noticing changes in amounts, making large and small collections, Number language, Puzzles, building with a range of resources, noticing patterns, reciting numbers,	Using language of quantity, comparing sizes, Subitising 1 & 2, Begins to join in stable counting order forwards & backwards Can count to 3 in the correct sequence forward and backwards. Counts, labels and copies fingers for 1, 2 and 3. Naming 2D shapes, patterns of routine. Respond to simple language of position.	Recognising numerals in the environment, Recites numbers to 5. Has one to one correspondence in numbers 1, 2, and 3 & is beginning to compare quantities. Identify patterns around them. Recognising and talking about 2D shapes. Use size language.	Recite numbers to 5. Say one number name for each item, beginning to compare quantities. Recognising and talking about 2D shapes. Discuss routes, Understand positional language. Counts, labels and independently shows fingers for 1, 2 and 3.	Accurately counting to 5 , Understands the cardinality principle. Match numeral and quantity, fast recognition of up to 3. Routes and direction, making arrangements and recognising shapes, sorting, positional language.	Counting 1:1, securely up to 5. Recognising quantity, Subitising, patterns, 2D and 3D shapes. Extend and create a pattern, describe a sequence of events in the right order. Making comparison: length, weight and capacity.
Writing Focus – In play, shared and guided writing.	Focus on vocabulary, songs and story retelling. Exploring marks and creating marks, drawing ourselves and our family, giving meaning to	Focus on vocabulary, songs and story retelling. Drawing adding some details, make marks that stand for their name, give meaning to marks,	Focus on vocabulary, songs and story retelling. Enjoys drawing freely adding detail, make marks that stand for their name, give meaning	Write some of their name, starting to copy initial letters of some words and labels, draw vehicles, Squiggle whilst you wriggle (bridge	Copy labels, Sensory writing, Name writing, Squiggle whilst you wriggle (wavy lines/zig zags).	Drawing and labelling, Lists, Name writing, Mark making, Squiggle whilst you wriggle (up, down, side to side, circular,

F1 Overview Map

	marks, write dance, Squiggle whilst you wriggle (Up and down movement then starting side to side).	Squiggle whilst you wriggle (side to side movement then starting circular).	to marks, writing some letters of their name, Squiggle whilst you wriggle (circular/bridge movement).	movement/wavy lines).		bridge, wavy lines, zig zags).
Reading Focus – Word reading and Comprehension	Book vocabulary. Listens to simple stories, joins in with songs and rhymes, Repeats some words from stories, Notice their name.	Book vocabulary. Listens to simple stories and understands what is happening using pictures, holds books the right way and turns pages. Joins in with songs and rhymes, repeats words and phrases from stories, Notice their name and some other familiar logos.	Book vocabulary. Listens to longer stories and can remember key events, joins in with songs and rhymes, notice their name and some other familiar logos, can follow basic book structure	Book vocabulary. Listens to stories and recalls events and main characters. To start to develop awareness of book structure, to ask questions about a book, which way to go when turning the pages (L-R), nursery rhymes,	Book vocabulary. Concepts of print, structure of a story, initial sounds, blending words. RWI – Picture names and Fred talk.	Book vocabulary. Concepts of print, initial sounds, blending words. Early Set one sound identification. RWI – Picture names and Fred talk.
Understanding the World Experiences:	Discussion about themselves their families & families of others using experiences and photos.	Celebrations and festivals, notice differences between people and how we are different and have different cultural backgrounds. Shows an interest in different occupations. Know that there are different countries in the world and make comparison with other cultures including maps.	Exploring ice and melting. Mark making maps and treasure. Castle and characters. Kings and queens.	Local area and environment – drawing maps and look at google maps. Naming buildings in the local environment. Transport and how they get to school. Animals – jungle and farm animals and where they live. Celebration of Easter.	Flowers & plants- plant seeds and care for growing plants. Coloured ice, Floating and sinking, Exploring natural materials (beach-shells, sand), naming sea creatures, naming minibeasts. Know that there are different countries in the world and discuss transport options. Exploring maps.	Life cycle of butterfly; -Taking care of living things. Changes in good with growth and decay.

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Expressive Art and Design Experiences:	Drawing faces & family, exploring with different materials and tools, Pretend play. Making a bear.	Make spiders and Santa using cutting and sticking skills. Exploring with different materials and tools. Pretend play, creating a house using construction materials.	Exploring texture with natural materials, making shields, swords and crowns, Shiny dough, making cards/decorating hearts. Using imagination in fantasy role play,	Role play/imagination, use a range of materials of different textures to create farm animals such as wool for sheep, string for horses, pink tissue paper for pigs. Creating tracks with different vehicles. To construct with a purpose in mind, constructing with 3D shapes, Den building, Easter activities- decorating an egg with cotton buds and patterns.	Using a range of materials, uses tools for a purpose, joins in with moving dancing, singing and ring games. Painting flowers, Exploring, and mixing colours, Role play seaside.	Butterflies, Fruit/veg printing, cutting and sticking healthy plate. Teacher roleplay. Can draw recognisable pictures. Joins in with moving dancing, ring games. Remember and sing entire song.
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