



General topics have been planned for the academic year, however there is scope for adaptations to meet the interests of the children at the time and so the information below may change as the year progresses and children's interests develop.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Project	The weather and me	Seasons & celebrations	Winter	Traditional tales & growth	Journeys	Animals Dinosaurs
LITERACY						
Literacy Key Texts linked with RE and cultural stories alongside Those starred for possible *T4W texts. CLPE texts **	(Peace at Last Five Minutes Peace) families (School Stories *When an Elephant Comes to school) A Wet and Windy Harvest.	Autumn Poetry Wedding Day Wish for Puddles Puddles and the Christmas Play *Polar Bear- what do you hear? **Ruby's Worry Christmas Stories ** The Gruffalo and various stories linked to Julia Donaldson theme	Polar Bear- what do you hear? Brown Bear what do you see? *Billy Goats Gruff The Baby Birds Islam - Eid Puddles and the Happy Easter Day	*Jack and the Beanstalk Gingerbread Man Little Red Riding Hood Seven New Kittens Caring for the Natural World. New Beginnings Chicken Licken Bringing the Rain to Kapiti plain	Under the Sea *The Rainbow Fish *The Fish Who Could Wish Billy's Bucket The Gingerbread Man The Owl and the Pussycat Puddles Lends a Paw Puddles and the Christening **What the Ladybird	*The Tiny Ants Seven New Kittens Caring for the Natural World. New Beginnings *Elmer and Elephants *Dino Dinners ** Bog Baby ** A Brave Bear

	Little Red Hen *Oliver's Vegetables **Yucky Worms **The Old Woman and the Red Pumpkin		*Going on a Bear Hunt *Lost and Found **Owl Babies	*The House that Jack Built * The Egg Hunt ** Stanley's Stick	Heard ** A New House for Mouse	
Phonics	Children follow the Letters and Sounds phonics format with supplemented Bug Club reading and Monster phonic resource bases. Please see the phonics policy section on our website for further information.					
	S,a,t,p □ I,n,m,d - to, an, as □ G,o,c,k,ck - the, at, am □ E,u,r - I, a, in, is	Read and understand simple sentences Phonics • Recap • H,b,f/ff,l/ll/ss - no, go, all, it, of, call • J,v,w,x - he, she, off, on • Y,z,zz,qu - we, me, be, can, dad, had • Ch, sh, th, ng - was, back, and, get • Ai, ee, oo, oo - you, big, him, his • Oa, igh - my, not, got, up • Recap digraphs	Oa, ar - her, mum, but, will • Ur, er, oi - all, that, this, then • Ow, igh, ear - are, then, them • Air, ure - so, do, for now • Re-cap oa,ar,ur,we,oi,ow - some, come, down, look • Recap- igh, ear, air,ure - like, out, with, see	Qu,ch,sh,ng - little, who, he, she • Ee,or,ar - one, all, we • Oi,ur,er - said, are, the • Ow,igh - have, was, you • Air,ear - what, so, do Air, ear - what, so, do • Re-cap - reading and writing sentences - where, they	Ai,ee,oa - CVCC, when, many • Ar,er,ur - CCVC, there, were • Ow,oi,ear - CVCC, children, here • Ng,air,igh - CCVC, people, because Qu,th - polysyllabic words, recap words • Revisit sounds • Assessment week	Reading and spelling CVCC - said, have, any • Reading and spelling CCVCC - like, so, do, they • Reading and spelling polysyllabic words within sentences - some, come, other • Reading and spelling longer words and sentences - there, little, going • Reading and spelling longer words and sentences - one, out, why • Phase 3 re-cap - when, what • Phase 4 re-cap - re-cap
Role Play	Home corner/ Weather Station	Home corner/ Weather Station	Café/Shop	Theatre/Puppet theatre/ Garden Centre	Airport/Plane/Boat	Vets/palaeontologist station
Physical Development	Handwriting: TBC Kinetic Letters Gross physical skills through The Real PE Programme					

<p>Writing Using colourful semantics for developing sentence work.</p>	<p>Words, lists, cards and captions/ recognising initial phonemes</p> <p>Using T4W principles</p>	<p>Words, lists, cards and captions, making cvc words</p> <p>Using T4W principles</p>	<p>Simple sentences</p> <p>Sentence constructions</p> <p>Using T4W principles</p>	<p>Simple sentences</p> <p>Using T4W principles</p>	<p>Sentences using high frequency words</p> <p>Using T4W principles</p>	<p>Sentences using high frequency words</p> <p>Using T4W principles</p>
<p>Reading for Pleasure</p>	<p>Building up children's knowledge of specifically selected Core Books to share and retell. Class books voted for by children in line with projects and current interests.</p>					

MATHEMATICS

Taught alongside maths mastery techniques

<p>Mathematics</p> <p>Maths - taught within the maths mastery unit starter sessions/maths meetings and continuous provisions</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Count reliably with numbers from 1-20 • Place numbers in order • Use every day language to talk about size • Days of week (Adams family) • Today is - tomorrow is - yesterday was • Cardinal numbers • Ordering numbers • Missing number • Estimating a number of objects • Finishing clap patterns • Shape properties • Coins - 1p, 2p, 5p • What number comes next? • Counting back and on within 10 	<p>Spring 1</p> <p>Count reliably with numbers from 1-20 • Using quantities and objects they add and subtract tow single digit numbers • Count on or back to find the answer • Use every day language to talk about money • Use every day language to talk about size • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Forming sets - colour, size, shape • Counting back and in within 50 • Conservation of number 1-20 same number looking different • One more or on less within 20 • Ordinal number 1st to 10th • Counting on or back within 20 not starting at the same number • Manipulatives to</p>	<p>Summer 1</p> <p>Solve problems including doubling, halving and sharing. • Use every day language to talk about capacity • Use every day language to talk about position • Use every day language to talk about distance • Compare quantities and objects to solve problems • Recognise, create and describe patterns • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. • Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Venn diagram - same attributes and overlapping section • Counting in 5s and 10s • Counting on and back within 100 • Subtraction counting • One more and one less within 100 • Ordinal 1st to 10th • Counting on and back within 20 starting at different numbers - vertical and horizontal • Estimate and check by counting • More difficult rhythm patterns - clapping • 2d shapes • Repeating patterns more difficult • Comparing 2 or more lengths, weights, capacities • Introduce the clock, numbers</p>
---	--	--	--

<p>Maths taught through story telling</p>	<ul style="list-style-type: none"> • Ordering numbers in a number line horizontal and vertical • Develop the five principles of counting 	<p>record data • More difficult rhythm patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from • Naming a describe 2-d shapes, rectangle, square, circle, triangle • Ordering lengths • Coin 1p to 50p • Number patterns Literacy • Use phonic knowledge</p>	<p>on clock, o'clock times • Day time and night time • Coin 1p to £2 • 1p = 100p • Addition and subtraction problems within 20 • Number patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, etc.</p>
	<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Count reliably with numbers from 1-20 • Place numbers in order • Say which is one more or one less of a given number • Use every day language to talk about size • Recognise, create and describe patterns • Use every day language to talk about time • Use every day language to talk about weight • Use every day language to talk about position • Explore characteristics of everyday objects and shapes and use mathematical language to describe them Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Sorting same objects • Comparing objects • Counting back and on within 20 • Ordinal numbers 1 st to 10th • Estimate number and check by counting • Repeating patterns • Counting on or back within 20 not starting at the same number • Manipulative's to represent data • Rhythm patterns • Positional language - in front of, behind, top, back, 	<ul style="list-style-type: none"> • Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Forming sets - colour, size, shape • Counting back and in within 50 • Conservation of number 1-20 same number looking different • One more or on less within 20 • Ordinal number 1st to 10th • Counting on or back within 20 not starting at the same number • Manipulatives to record data • More difficult rhythm patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from • Naming a describe 2-d shapes, rectangle, square, circle, triangle • What's my shape • Ordering lengths • Vocab - tall, thin, wide, narrow, bigger • Vocab - once, twice • Coin 1p to 50p • Number patterns □ Use every day language to talk about money Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Forming 	<ul style="list-style-type: none"> • Count reliably with numbers from 1-20 • Place numbers in order • Say which is one more or one less of a given number • Using quantities and objects they add and subtract tow single digit numbers • Count on or back to find the answer • Solve problems including doubling, halving and sharing • Use every day language to talk about weight • Use every day language to talk about capacity • Use every day language to talk about position • Use every day language to talk about distance • Use every day language to talk about time • Compare quantities and objects to solve problems • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Days of week (Adams family) • Today is - tomorrow is - yesterday was • Months of year • Month is • Season • Date • Venn diagram - same attributes and overlapping section • Counting in 5s and 10s • Counting on and back within 100 • Subtraction counting • Comparing 2 number within 100 - greater and less vocab • One more and one less within 100 • Identify and recognise a pair of objects is equal to a set or group of 2 objects • Ordinal 1st to 10th • Counting on and back within 20 starting at different numbers - vertical and horizontal • Estimate and check by counting • Describing 3d shapes - edge, face, vertex, vertices • More difficult rhythm patterns - clapping • 2d shapes • Repeating patterns more difficult • Comparing 2 or more lengths, weights, capacities • Introduce the clock, numbers on clock, o'clock times • Day time and night time • Coin 1p to £2 • 1p = 100p • Addition and subtraction

	<p>bottom, forwards, under, next to • Coin recognition 1p to 10p • Uses of money • Comparison of weights, lengths • Language - shortest, heaviest, lightest, more, less • Time language - after, soon, before, always, late, early, later</p>	<p>sets - colour, size, shape • Counting back and in within 50 • Conservation of number 1-20 same number looking different • One more or on less within 20 • Ordinal number 1st to 10th • Counting on or back within 20 not starting at the same number • Manipulatives to record data • More difficult rhythm patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from • Naming a describe 2-d shapes</p>	<p>problems within 20 • Number patterns • Positions and directions - first, next, last, before, after, morning, afternoon, evening, night, over, under, above, below, top, backwards, forwards, across, between, up, down, left, right, towards, away from</p>
--	---	---	--

UNDERSTANDING THE WORLD

Science Working Scientifically	Seasons- Autumn Ourselves	Seasons- Autumn British Wildlife	Seasons- Winter Plants	Seasons- Spring Farm animals	Seasons- Summer Materials	Seasons- Summer Minibeasts
Computing	Take a photograph of a friend 2Simple paint- Ourselves	2simple paint- fireworks Keypad- writing their name E- Safety	Keypad- Write a simple sentence E- Safety	Photography E- Safety	Beebots/programmable toys (rugged racers, talking tins, talking stopwatches)	Take a photograph and write a simple sentence
Geography	My classroom and my school	Seasonal Changes	Seasonal Changes	Storyland Mapping	Places	Simple habitats (micro)
History	My History (birthdays)	Seasonal Change	My family	Recount of world book day/significant event	Changes with transport	Looking back on the year

Art	Self portraits	Clay printing	Charcoal drawing	Collage Colour Mixing	Art around the world	Observational paintings/drawings
Design and Technology	Design and make a rainbow or favourite biscuit	Design and make a Christmas cracker/Christingle	Making a rainmaker shaker	Design an Easter cake	Design and make a vehicle	
Music	Nursery Rhymes Me! Charanga	Christmas production songs	Rain music Everyone! Charanga Nursery Rhymes	Do Re Me Our World Charanga!	Reflect and rewind the history and language of music - Charanga	Big Bear Funk - Charanga
Physical Education	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT						
PHSE In line with G8ASUR and RSE	What makes a good friend? Feelings	Sharing and how we treat each other.	New Year Resolutions	Caring for the environment	Solving conflicts	Feelings and change
Religious Education Christianity and Islam- books can be	A Wet and Windy Harvest Exploring Christianity	Wedding Day Wish for Puddles Puddles and the Christmas Play Christianity	The Baby Birds Islam - Eid Puddles and the Happy	Seven New Kittens Caring for the Natural World. New Beginnings.	Puddles Lends a Paw Puddles and the Christening	The Tiny Ants Seven New Kittens Caring for the Natural World. New Beginnings

used in any order to fit literacy topics			Easter Day			
ENRICHMENTS						
Enrichments To be added to as children's interests and projects develop		Remembrance Day Christmas Production	Safer Internet Day	World Book Day	Sponsored Walk around field Walk to school week (Road Safety, Keeping children safe)	Sports Day Transition into Year 1