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|  | **Term 1** **Term 2** | **Term 3 Term 4** | **Term 5** **Term 6** |
| **Main Topic** | Knowing me, knowing you | The chicken and the egg | My World |
| **Main Subject Drivers** | |  |  | | --- | --- | | Bridging the gap between home and school.  Express their feelings about their summer experiences.  Exploring notions of journeying on land, air and sea incorporating themes including ourselves, animals, fictional characters and physical causes and effect. | Creating story maps to explore the story in focus in depth.  Role play and small world emphasis to support retelling and adapting the story.  Exploring moral conundrums – did the fox consider the feelings of the other story characters? |  |  |  | | --- | --- | |  |  | | |  |  | | --- | --- | | Lunar year of the Snake – exploring the characteristics attributed to the snake. Do they mirror the characteristics of The Little Red Hen’s characters?  Are the other animals good team players?  What constitutes working as a team? | Exploring symbolism of the egg in the doctrine of Christianity and beyond.  Exploring new beginnings in Spring, charting signs of new life in different forms.  Exploring the treatment of Good Egg and the notion of being good versus bad. |  |  |  | | --- | --- | |  |  | | |  |  | | --- | --- | | Exploring the natural world and changes over time in meaningful ways including growing activities and life cycles. | Reflecting on and celebrating our own and each other’s personal growth.  Exploring next steps in our learning journeys and talking about strategies involved in setting simple goals and achieving them with an emphasis on transitions. |  |  |  | | --- | --- | |  |  | |
| **Main stories/traditional tale focus independent from Drawing Club** | Owl babies  Goldilocks and the Three Bears  The Gingerbread Man  The Rainbow Fish  The Three Billy Goats Gruff | The Little Red Hen  The Great Race  The Good Egg  Broken Bird | The Hungry Caterpillar  Growing Frogs  Jack and the Beanstalk  The Bad Seed  The Great Eggscape |
| **Visits and Events** | Visit to the church for Harvest/Christmas  Harvest – Halloween – Diwali – Bonfire Night – Remembrance Day - Christmas | Visit to the church for Easter  Lunar New Year – Big Garden Bird Watch – Holi – Mothering Sunday – Lent – Easter - Eid | Whole school trip  Visit new class  Earth Day – Sports morning – Leavers assembly |

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| **Personal Social and Emotional Development** | * See themselves as valuable individuals. * Build constructive and respectful relationships. * Express their feelings and consider feelings and perspective of others * Show Resilience and perseverance in the face of a challenge. * Identify and moderate their own feelings socially and emotionally. * Manage their own needs. |
| **Communication and Language** | * Listen to and talk about stories to build familiarity and understanding. * Retell the story once they have developed a deeper familiarity with the text. * Learn Rhymes, poems and songs. * Engage in non-fiction books. * Use new vocabulary in different contexts. |
| **Physical Development** | * Develop their small motor skills so they can use a range of tools competently, safely and confidently. * Dough disco * Confidently and safely use a range of large apparatus indoors and outdoors. * Develop overall body strength, balance, co-ordination and agility. * Combine different movements with ease and fluency. * Develop the foundations of a handwriting style. |
| **Literacy** | * RWI phonics programme. * Daily phonics focus. * Handwriting practice. * Guided reading exercises. * Reading Eggs. * Drawing club |
| **Mathematics** | * White Rose Maths programme as a spine for mastering the six key concepts defined and published by NCETM that collectively provide a platform for everything children will encounter through their maths learning at primary school and beyond. (Cardinality and Counting, Comparison, Composition, Pattern, Shape and Space and Measures.) |
| **Understanding the World** | * Recognise that people have different beliefs and celebrate special times in different ways. * Recognise some similarities and differences between life in this country and life in other countries. * Draw information from a simple map. * Understand the past through settings, characters and events. * Understand some important processes and changes in the natural world around them including seasons and observations of plants and animals. |
| **Expressive Arts and Design** | * Safely use and explore a variety of materials, tools and techniques to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. * Develop storylines in their pretend play, making use of props and materials. * Listen attentively, move to and talk about music and art, expressing feelings and responses. |