

Term	Theme	Brief outline of knowledge and skills to be covered within this area of the unit.									
		Prime Area: PSED	Prime Area: CL	Prime Area: PD	Specific Area: L	Specific Area: M	Specific Area: UW	Specific Area: EAD	RE	PE	PSHE
Autumn Term	Who am I?	Settling in and getting to know our class, our routines, our teachers and our friends. Making relationships. Friendship games.	Listening to others. Listening to stories, rhymes and poems. Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play.	Gross motor – what my body can do? Spatial Awareness Games Self-help skills Yoga	Set 1 phonics. Introduce Set 2 phonics, blending and segmenting. Learning to write our name. Mark making. Nursery Rhymes. Rhyme and Alliteration. Share a book. Home Reading: Concepts about print. Pencil grip and control.	Recognise numerals 0-10. Count reliably up to 10 everyday objects. 1-1 correspondence Say and use the number names, in order, in familiar contexts. Sequencing the day. Including problem solving.	Why are there so many leaves on the ground? Introduce Autumn (clothes, weather, Percy Park Keeper). Looking at materials that are comfy and not comfy. What can we use to make?	Paint a self – portrait Home corner Pirate ship	Which stories are special and why?		Being Me In My World
	Who lives in the land of make believe?	Making relationships. Turn taking. Group work.	How celebrations are celebrated? Speaking and Listening. Taking turns in conversation. Increasing word level. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play.	Fine motor and pencil control Dance Spatial Awareness Self-help skills Dough Disco	Set 1 phonics: blending and segmenting. Tricky words: reading/writing. Reading and writing sounds. Learning to write simple CVC words (using known sounds). Reading and writing simple captions. Rhyme and Alliteration. Hand writing patterns. Pencil grip and control. Home reading.	Experience practical capacity through continuous provision. Use everyday words to describe position. Talk about, recognise and recreate patterns. Use language, such as circle or bigger to describe the shape and size of 2D shapes. Including problem solving.	Why is it always cold in Winter? Introduce Winter (clothes, weather, North Pole, winter. Story focus - Penguins Can't Dance). Looking at and comparing materials that are waterproof and not waterproof.) Celebrations (Diwali / Bonfire Night / Christmas)	Role-play / Celebration decorations / cards Land of make believe fairy castle and characters. My Frist Christmas Nativity.	Which people are special and why?		Celebrating Difference

Spring Term	Who would I ask to help me?	<p>Helping others.</p> <p>Turn taking.</p> <p>Behaviour and self-control.</p>	<p>Retell a past event.</p> <p>Build up vocabulary.</p> <p>Reflecting on own experiences.</p> <p>Rhymes and Songs.</p> <p>Alliteration.</p> <p>Retelling stories.</p> <p>Role Play.</p>	<p>Control and coordination</p> <p>Yoga</p> <p>Spatial Awareness</p> <p>Games</p> <p>Self-help skills</p> <p>Dough Disco</p>	<p>Set 1 Special Friends phonics (reinforce).</p> <p>Elements of phase 1 – tuning into sounds.</p> <p>Introducing Set 2 phonics.</p> <p>Writing sentences.</p> <p>Simple punctuation.</p> <p>Rhyme and Alliteration.</p> <p>Handwriting (Nelson Thornes).</p> <p>Guided Reading: use and apply.</p>	<p>Find one more or one less than a number from 0-10.</p> <p>Counting and ordering numbers to twenty.</p> <p>In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.</p> <p>Including problem solving.</p>	<p>How can we keep safe? <i>Stranger Danger!</i></p> <p>Looking at and identifying shadows. Can we catch our shadow? What different shadows can we make?</p>	<p>Jolly Postman's office.</p> <p>Fire Station.</p> <p>Police Station.</p> <p>Hospital.</p> <p>Doctors.</p>	Which places are special and why?	Dreams And Goals
	Who came to visit Percy's park?	<p>Safe behaviour</p> <p>Whole school behaviour and routines</p>	<p>Responding to and giving instructions.</p> <p>Asking Questions – What, Where, Who?</p> <p>Using a range of tenses.</p> <p>Poetry.</p> <p>Role Play.</p>	<p>Hand eye coordination</p> <p>Games</p> <p>Spatial Awareness</p> <p>Dough Disco</p>	<p>Set 1 and 2 phonics: reinforce all letters sounds.</p> <p>Blending and segmenting using known sounds.</p> <p>Tricky words/HFW.</p> <p>Writing sentences using simple punctuation.</p> <p>Rhyme and Alliteration.</p> <p>Guided reading and Home reading (differentiated).</p>	<p>Show an awareness of money.</p> <p>Use language such as more or less, greater or smaller, heavier or lighter to compare two numbers or quantities.</p> <p>Including problem solving.</p>	<p>Spring: Introduce Spring and the changes we may see, clothes, weather, holidays).</p> <p>Who lives in our garden? Looking at different minibeasts in our environment and their habitats.</p> <p>Looking for, collecting and identifying minibeasts.</p>	<p>Percy's park.</p> <p>Farm shop.</p> <p>Tree house for animals.</p>	Which times are special and why?	Healthy Me

Summer Term	What do Bill and Ben grow in their garden?	<p>Caring for others and objects</p> <p>Whole school behaviour and routines</p>	<p>Following stories and re-telling using pictures and prompts. Changing our voice for the listener. Re-telling stories through continuous provision. Role Play.</p>	<p>Effects of exertion</p> <p>Yoga</p> <p>Spatial Awareness</p> <p>Dough Disco</p>	<p>Set 2 phonics – use and apply in reading and writing. Becoming independent in reading and writing. Begin to talk about characters in a story. Begin to talk about the beginning, middle and end of a story. Rhyme and Alliteration. Thinking of 'wow' words. Guided reading (secure).</p>	<p>Begin to relate addition to combining two groups of objects and subtracting to 'taking away'. Read, write and order numbers from 0 to 20. Counting in 2s, 5s and 10s. Including problem solving.</p>	<p>Looking at planting and growing.</p> <p>Plant a seed.</p> <p>Lifecycles.</p>	<p>Bill and Ben's allotment</p> <p>Florist/Garden centre</p> <p>Fruit and Vegetable Shop</p>	<p>Where do we belong?</p>	Relationships
	What did Barnaby Bear see at the Seaside?	<p>Whole school behaviour and routines</p> <p>Transition to Year 1 – New teacher and learning environment</p>	<p>Extending word level. Extending vocabulary using a range of tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play.</p>	<p>Action rhymes / large apparatus</p> <p>Games</p> <p>Spatial Awareness</p> <p>Dough Disco</p>	<p>Set 2 phonics: using and applying skills. Secure independence in reading and writing. Writing a short story and reading it to a friend. Thinking about how different stories start. What else can I write instead of 'Once Upon a Time'? Sharing ideas. Rhyme and Alliteration. Guided reading (secure).</p>	<p>Use developing mathematical ideas and methods to solve problems. Talk about, recognise and recreate patterns. Use language, such as circle or bigger to describe the shape and size of 2D and 3D shapes.</p>	<p>Summer: Introduce Summer and the changes we may see, clothes, weather, holidays). Why do some things float and some things sink? What makes the frogs float?</p>	<p>Ice-cream parlor</p> <p>Beach café</p> <p>Outdoor: Bus or train</p>	<p>What is special about our world?</p>	Changing Me

This framework shows which planned themes are being taught each term. However we also take account of children's interests so themes may change.