	Theme	Core Text	RE	Literacy	Maths	Communication and language	Understand the World	Expressive Art and Design	PSED	Physical Development	
Term 1	I am special	Waffle and Julius Handas Surprise The Tiger who came to Tea	Creation and Covenant Children will learn that we all come from God. Children will learn who God and explore the story of the creation.	Sequencing stories Role play Mark Making – give meaning to marks made Mark making for a purpose Name Recognising and writing RWI To begin to hear general sound discrimination To begin to identify rhythm and rhyme. To recognise some set 1 sounds: m a s d t I n p g o c k u b f To begin to blend first green words assisted. e.g., mat, sat, pin, got, man To begin to orally blend CVC words.	Match sort and compare objects and amounts Measure objects and explore patterns Numbers 1, 2, 3	Following instructions Responding to questions Listening skills Expressing needs To speak in sentences, using 4-6 words or more. To use talk to organise play and engage others.	Families Similarities and differences Celebrations	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely. Know the names of colours explore using paint brushes and hands to mark make. Children being shown the loose parts in the class and being shown how they can be used.	Learning new rules and Routines. Identify basic emotions and expressing how they feel. Self appreciation - ten:ten created and loved by God Me, My Body, My Health Emotional Well Being	Fine Motor Skills develop across the year through planned activities that are aimed to build control and confidence when controlling equipment and writing. These activities are planned throughout all learning and provided for in the continuous provision. Gross Motor skills are developed throughout PE lessons as well as daily activities and continuous provision, children develop their core muscles, co-ordination and special awareness	

										though climbing, building, walking, running, building, skipping, bike riding and playing.	
Term 2	Adventure and Journeys	The Naughty Bus Coming to England Martha Maps it out We're going on a Bear hunt	Prophecy and Promise Children will look at the CST Human Dignity, they will explore Lukes account of the Birth of Jesus.	Labels – initial sounds Writing lists using initial sounds and some cvc words Orally segment words Retelling and sequencing stories Drawing for a purpose linking some letter sounds to writing RWI To recognise all set 1 single letter sounds. To begin to recognise set 1 special	Shapes – circles and triangles, squares and rectangles Numbers 1, 2,3, 4, 5 Patterns	To listen to and talk about stories to develop understanding . To follow instructions with two parts. To be able to listen in familiar and new situations. To maintain attention in new situations. To be able to start a conversation with peers and adults. To ask questions to find out more information about things and to check understanding .	Flags Maps Celebrations Countries and seas	Explore a range of colours and how colours can be changed e.g. colour mixing. Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Children being shown how to use simple joins when using different materials to create	To be able to choose where they want to play independently and learn to share and turn take. Exploring my feelings and behaviour, Ten:Ten Module 1 Created and Loved by God – unit 4: life cycles		

				friends (digraphs) ck sh ch th qu ng nk. To be able to orally blend words. To continue to blend green words (CVC) using Fred Talk.							
Term 3	Space	Here we are How to catch a star Draw me a star Non-Fiction books on space and planets	Galilee to Jerusalem Children will read a range of scripture developing their understanding of the ministry of Jesus.	Label writing Writing Lists Writing short phrases Orally segmenting words Answering questions on texts read RWI To recognise all set 1 sounds. To begin to recognise some set 2 sounds ay ee igh ow kn oo (long) Continue blending VC	Number to 5 Subitise Composition 1 more and 1 less Mass and Capacity Number 6 7 8	To be able to listen attentively in a range of situations and respond with questions, comments or actions. To maintain attention during appropriate activities. To participate in whole class, small group and 1:1 discussion, sharing own ideas. To consider the listeners needs and take turns in conversation. To begin to use past tense	Space Planets Stars	onvey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Children making models and creations for their own	To understand their own thoughts and feelings and respect that those of others may be different to theirs. To be able to regulate their own emotions and behaviours in a range of situations. To begin to solve conflict. My voice • Ten: Ten Module 2 – Created to love others • Unit 1 – religious understanding • Unit 2 –		

				CVC CVVC CCVC words, beginning to use Fred in our head. To begin to read ditty RWI story books with some support.		when speaking. To be able to recount past events.		pleasure and for events and celebrations	personal relationships		
Term 4	Transport Trips: Bus stop Train Rochester airport	Emma Janes Aeroplane The Hundred Decker Bus There's a tiger on the train	Desert to Garden Children will learn about Lent, the events of the last week of Jesus' life, holy week and an account of the resurrection.	Creating maps and labelling Creating lists using sounds taught Creating a story map with pictures and short phrases Independent writing in play- bus tickets, train tickets RWI To recognise set 2 sounds taught in Spring 1. To begin to recognise set 2 sounds oo (short) ar, or, air. Continue blending VC	Length, height and time Number 9 and 10 3D shapes	To develop concentration and maintain attention in different contexts. To engage in non-fiction texts. To listen to and talk about non-fiction books, to develop a deep familiarity with new knowledge and vocabulary. To articulate their ideas and thoughts in well formed sentences. To use talk to work out problems and organise	Modes of Transport Maps Countries around the world Traditions and cultures	Continue with the development with observational drawing e.g. linked to Spring Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Children exploring how natural resources can be manipulated to make 3d sculptures	To begin to understand that children think and respond in different ways to them. To be able to talk about their own abilities positively. To be able to keep play going by co-operating, listening, speaking, and explaining My relationships • Ten: Ten Module 2 – Created to love others • Unit 3 – keeping safe		

				CVC CVVC CCVC words, beginning to use Fred in our head. To be able to read green books.		thinking and ideas. To begin to connect one idea to another using a range of connectives. To describe events in some detail. To use talk to explain how things work and why they might happen.					
Term 5	Animals Big and Small	Yucky worms Super worm Little Red and the very Hungry Lion The robber Racoon	To the End of the Earth Children will learn about what happened after the resurrection.	Writing shorting phrases Labelling Information pages Begin to learn Capital letters, finger spaces and full stops. RWI To recognise set 2 sounds taught in Spring 2. To begin to recognise set 2 sounds ir wh ou oy To	Numbers to 20 and beyond Mastering addition and subtraction Sharing and grouping	To maintain attention for longer periods of time and concentrate in a range of contexts. To listen and understand instructions while busy with another task. To be able to carry out and maintain an activity while listening. To understand how, why, and where questions.	Animals and their habitats Animals and their babies	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing	To be able to see themselves as unique and articulate their own strengths and value To begin to understand that eating well contributes to good health. To be able to show resilience when things don’t go as planned.		

				continue reading green books, progressing to purple. To begin to read simple sentences. To continue to apply knowledge of blending to read simple two-syllable words and captions.		To articulate their ideas and thoughts in wellformed sentences. To be able to confidently use language to reason. To be able to describe events in detail. To be able to hold a conversation and engage in back-and-forth exchanges when speaking.		artists who also do this. Children specifically using certain materials for their own ideas	To be able to show perseverance when faced with a challenge. Developing my confidence • Ten: ten Module 3 Created to live in community • Unit 1: religious understanding		
Term 6	Our wonderful Earth	Eddies garden and how to make things grow Errol's garden Last tree in the city Footprints Somebody swallowed Stanley	Dialogue and Encounter Children will learn about Christianity as a global religion and encounter different religious worldviews.	Capital letters, finger spaces and full stops. Labels Lists Posters Stories RWI To recognise all set 1 and set 2 sounds. Some pupils to begin to recognise some set 3 sounds – ea, oi, a-e. To be able to read	Mastering 2D and 3D shapes Time and capacity	To listen and understand instructions whilst busy playing with another task. To be able to listen to and attend to others in play. To make comments and clarify thinking with questions. To be able to speak in well-formed	Plants, how plants grow. Naming different plants How can we save our planet and beautiful plants– becoming eco warriors	Children discussing their work and the details used on their illustrations and showing lots of detail on these hildren knowing what they want to paint and why using their imagination and feelings – they can explain why they've	To be able to show sensitivity to others needs and feelings. To be able to confidently talk about a range of emotions and now how these make them feel. To be able to articulate the classroom rules and engage in discussions		

		My First Hero's Eco Warriors		words with set 2 sounds. To speedily read simple sentences, including some red words.		sentences, using past, present, and future tenses. To retell familiar/ well known stories, using their own words and to make use of repetitive phrases. To use a range of conjunctions to extend and articulate their ideas. To use new vocabulary in different contexts.		chosen their materials and how they may do it differently next time Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.	about right and wrong choices. My routine Created to live in the community Unit 2: Living in the wider world		