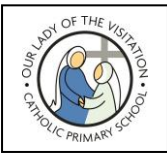


AUTUMN TERM				TERMLY THEMES				Who am I? Autumn Where do I come from? Christmas / Winter			
Religious Education: Myself - God Knows and Loves Each One of Us Welcome – Baptism / A Welcome to God’s Family Birthday – Looking Forward to Jesus’ Birthday											
Communication & Language				Physical Development				Personal, Social & Emotional Development			
Development involves giving the children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.				Involves providing opportunities for the children to be active and interactive and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.				Involves helping the children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.			
Communicating / Speaking and listening – developed through role-play in the role play area, characters in stories read in class, sharing their news, bringing in objects for show and tell, planned opportunities for interacting with others, sharing work with the rest of the class as well as speaking in class assemblies. Early reading skills – the children learn to blend, segment and read familiar and common words through games, word banks, focussed activities such as word and alphabet games and weekly individual reading sessions.				Children play games to develop their awareness of space and balance in P.E. and the outside area. Children explore ways of travelling under, over and through with a focus on linking movements. Children learn to play energetic games, repeat and change their actions. Children are given opportunities to evaluate their own movements and suggest improvements.				Children learn classroom and playground rules, participate in stories, carpet and discussion times and Circle Time where children can talk about their feelings and self-regulation. Children learn about healthy food and food hygiene through sorting and cookery activities. Children use their imaginations when acting out stories.			
Literacy			Mathematics			Understanding the World			Expressive Arts & Design		
Development involves encouraging the children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.			Involves providing the children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.			Involves guiding the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Each class will visit the Litten Forest school once a month. Their outdoor learning will be linked to the class topics.			Involves enabling the children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.		
<ol style="list-style-type: none"> 1. Linking Sounds and Letters 2. Language for thinking and challenge 3. Language for communication 4. Handwriting <p>Activities based on each topic encourage the children to read, write and talk about the topic.</p>			<ol style="list-style-type: none"> 1. Numbers as labels and for counting 2. 1 focus number a week 3. Calculating 4. Shape, Space and measure <p>The children participate in a range of practical activities and games, sing number songs and engage in adult led activities for mathematical development.</p>			<p>Who am I? – children will explore their 5 senses and find out about how we change and grow.</p> <p>Autumn - focus on seasonal changes on the weather and around us. The children compare the weather in Autumn compared to the summer.</p> <p>Where do I come from? - children learn about different countries and cultures whilst comparing them to their everyday lives.</p> <p>Christmas / Winter - focus on seasonal changes on the weather and around us. The children observe change from water to ice. Children celebrate Christmas, make Christmas cards and decorations and read the Christmas story.</p>			<p>Who am I? - create pictures of ourselves using different medium.</p> <p>Autumn - fruit printing and observational drawings. Mix colours to create autumnal colours, create a habitat to hibernate in using cardboard boxes, material etc, sing an assortment of nursery rhymes, clap and move rhythmically to songs.</p> <p>Where do I come from? – children will sing songs and learn traditional dances from different cultures.</p> <p>Christmas / Winter – the children sing and move to music learning about different rhythms and percussion instruments.</p>		



SPRING TERM TERMLY THEMES Who are my Superheroes? Where do stories come from? Easter / Spring			
Religious Education: Celebrating – People Celebrate in Church Gathering - Parish Family Gathers to Celebrate Eucharist Growing - Looking Forward to Easter			
Communication & Language	Physical Development	Personal, Social & Emotional Development	
Development involves giving the children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.	Involves providing opportunities for the children to be active and interactive, to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.	Involves helping the children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.	
Communicating / Speaking and listening – through role-play in the role play area, (Emergency services) characters in stories read in class, sharing their news, bringing in objects for show and tell, planned opportunities for interacting with others and sharing work with the class. Early reading skills – the children learn to blend, segment and read familiar and common words through games, word banks, focussed activities such as word and alphabet games and weekly guided reading sessions to help them use their phonic skills to read a range of familiar and common words, regular individual reading of reading scheme books and key words in reading record books. The children start to write simple sentences.	Children play games to develop their awareness of space and balance in P.E. and the outside area. Children explore ways of travelling under, over and through with a focus on linking movements. Children play energetic games during which they repeat and change their actions. Children learn to evaluate their own movements and suggest improvements.	Story, carpet and discussion times, sharing news and home diaries with each other. Children participate in Circle Time where they get the opportunity to talk about their feelings. Children learn about healthy food and food hygiene through sorting and cookery activities. Children use their imaginations when acting out stories. Children share work with the rest of the class as well as speaking in class assemblies. Children learn about Easter and Spring.	
Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Development involves encouraging the children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.	Involves providing the children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.	Involves guiding the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	Involves enabling the children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
<ol style="list-style-type: none"> 1. Linking Sounds and Letters 2. Language for thinking and challenge 3. Language for communication 4. Reading 5. Writing 6. Handwriting <p>Activities based on each topic, encouraging children to read, write and talk about the topic. Linking Sounds and Letters</p>	<ol style="list-style-type: none"> 1. Numbers as labels and for counting 2. Calculating 3. Shape, Space and measure <p>Children participate in a range of practical activities and games, sing a variety of number songs and engage in adult led activities for mathematical development.</p>	<p>Who are my Superheroes? – discussing different ways of life and how different people have different responsibilities with a focus on emergency services and our real life superheroes.</p> <p>Where do stories come from? – Children will learn about what an author is and the difference between stories that have been written and passed down through word of mouth. Children will also be introduced to simple maps.</p> <p>Easter / Spring - focus on seasonal changes on the weather and around us and talk about the changes happening in their local environment.</p>	<p>Who are my Superheroes? – children will use junk modelling and natural materials to design and make different emergency services vehicles and recreate the main character from a story.</p> <p>Where do stories come from? – using natural materials to recreate characters, masks and settings from the traditional tales.</p> <p>Easter / Spring – children to use different medium to represent the seasonal changes they can see happening.</p>



SUMMER TERM			
TERMLY THEMES		What is a dinosaur? Who lives in the jungle? Summer What will I find at the seaside?	
Religious Education: Good News - Passing on the Good News of Jesus Friends - Friends of Jesus Our World - God's Wonderful World			
Communication & Language		Physical Development	
Development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.		Involves providing opportunities for the children to be active and interactive and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.	
<p>Communicating / Speaking and listening – developed through role-play in the role play area – ‘tea rooms’, ‘underwater world, French restaurant, characters in stories read in class, sharing their news, bringing in objects for show and tell, planned opportunities for interacting with others, sharing work with the rest of the class as well as speaking in class assemblies.</p> <p>Early Reading Skills – the children learn to blend, segment and read familiar and common words through games, word banks, focussed activities such as word and alphabet games and weekly guided reading sessions to help them use their phonic skills to read a range of familiar and common words, regular individual reading of reading scheme books and key words in reading record books. Children will write more extended sentences independently.</p>		<p>Children play games to develop their awareness of space in P.E. and the outside area.</p> <p>Children explore ways of travelling under, over and through with a focus on linking movements.</p> <p>Children learn to play energetic games, repeat and change their actions.</p> <p>Children learn to evaluate their own movements and suggest improvements.</p>	
Personal, Social & Emotional Development			
Development involves helping the children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.			
<p>Story, carpet and discussion times, sharing news and home diaries with each other.</p> <p>Circle times where children can talk about their feelings.</p> <p>Children learn about healthy food and food hygiene through sorting and cookery activities.</p> <p>Children use their imaginations when acting out stories.</p> <p>Children share work with the rest of the class as well as developing speaking skills in class assemblies.</p> <p>Children learn about the summer and the weather.</p>			
Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Development involves encouraging the children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.	Involves providing the children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.	Involves guiding the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	Involves enabling the children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
<ol style="list-style-type: none"> 1. Linking Sounds and Letters 2. Language for Thinking 3. Language for communication 4. Reading 5. Writing 6. Handwriting <p>Activities based on each topic encourage the children to read, write and talk about the topic.</p> <p>Linking Sounds and Letters</p>	<ol style="list-style-type: none"> 1. Numbers as labels and for counting 2. Calculating 3. Shape, Space and measure <p>Participate in a range of practical activities and games, sing number songs and engage in adult led activities for mathematical development.</p>	<p>What is a dinosaur? – children will be exploring and comparing different dinosaurs, what they look like and what they eat.</p> <p>Who lives in the jungle? – children will learning a range of facts about jungle animals and write their own fact file.</p> <p>Summer - focus on seasonal changes on the weather and around us and talk about the changes happening in their local environment.</p> <p>What will I find at the seaside? – children will be exploring different aspects of the seaside, the sea and pirates who use the sea for their adventures. They will be thinking about what they would take with them to the seaside. They will also be creating their own pirate treasure maps.</p>	<p>What is a dinosaur? – children create models of dinosaurs using different materials, make dinosaur masks and paint dinosaurs using textured paint.</p> <p>Who lives in the jungle? – children will be making models of their favourite jungle animals. They will also be using colours to represent a jungle sunrise.</p> <p>Summer – children will be using natural materials to demonstrate the changes they have observed in their environment.</p> <p>What will I find at the seaside? – children will be designing their own rainbow fish scales, making sand models and roleplaying a seaside shop. Children will also be using junk modelling to make their own pirate telescope.</p>