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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **FOCUS** | **School routine****All about me****Autumn (outside)**  | **Transport****Christmas****Winter (outside)** | **Animals from hot and cold countries**  | **Planting, growth and change** **Easter** **Spring (outside)** | **Lifecycles**  | **Seaside** **Summer (outside)** |
| **I wonder questions**  | I wonder… what makes me, me? | I wonder… what journey I might go on? | I wonder…where animals come from? | I wonder…how things grow? | I wonder… how things change? | I wonder…what I will find? |
| **Cultural Capital** | Visits to local area | Post office to post Christmas letters.St Mary’s Church Bus trip to Dukinfield Library | Zoom link with Yorkshire Wildlife Park | Acresfield Gardens  | Acresfield Gardens | Lytham  |
| **Author of the half term** |  Nick Sharratt | Michael Rosen  | Eileen Brown | Caryl Hart | Eric Carle  | Kes Grey  |
| **Texts** | So much So Much by Trish Cooke is a beautiful, heart-warming story for EYFS or KS1. | Naughty busNaughty Bus : Oke, Jan: Amazon.co.uk: Books | Tanka, Tanka, Skunk!Polar bear, polar bearPolar Bear, Polar Bear, What Do You Hear?: Eric Carle: Amazon.co.uk: Martin  Jr, Mr Bill, Carle, Eric, Carle, Eric: 9780141383514: Books | Tanka Tanka Skunk (Paperback)How to grow a dinosaurHow to Grow a Dinosaur | Book by Caryl Hart, Ed Eaves | Official Publisher  Page | Simon & Schuster UK | Yucky wormsYucky Worms (Nature Storybooks): Amazon.co.uk: French, Vivian, Ahlberg,  Jessica: 9781406314588: Books | Billy’s bucketA cartoon of a baby in a bucket  Description automatically generated |
| **Communication and Language** | Follow instructionsAttend and listen to a storyUse sentences with 4-6 wordsInitiate a conversation and continueSing nursery rhymes  | Follow instructionsAttend and listen to a storyUse sentences with 4-6 wordsInitiate a conversation and continueSing nursery rhymesDevelop pronunciation | Pay attention to more than one thing at a timeUse talk to organise themselves and their play | Know many rhymes and be able to talk about familiar books | Develop their communicationUnderstand why questions | Be able to express a point of view and to debate when they disagree |
| **Physical Development** | Use large muscle movements Be increasingly independent as they get dressed and undressed Use one handed tools and equipment  | Go up steps and stairs and climb up apparatus using alternate feetContinue to develop their movement, balance, riding and ball skillsCollaborate with others to manage large items | Skip, hop and stand on one leg and hold a poseChoose the right resources to carry out their own plan | Increasingly be able to use and remember sequences and patterns of movements Start taking part in group activities | Match their developing physical skills to tasks and abilities | Use a comfortable grip with good controlShow a preference for a dominant hand |
| **PSED** | Remember rules Play with one or more children Talk about their feelings Being increasingly independent about meeting their own needs  | Select and use activities and resourcesRemember rules Play with one or more childrenUnderstand how others may be feeling | Become more outgoing with unfamiliar peopleMake healthy choices about food and drink | Develop a sense of responsibility and membership of a communityShow more confidence in new social situations | Develop appropriate ways of being assertiveTalk with others to solve conflicts | Find solutions to conflicts and rivalries |
| **Literacy (reading and Writing)** | Understand the 5 concepts about print  | Understand the 5 concepts about print  | Develop their phonological awareness | Develop their phonological awarenessUse print and letter knowledge in early writingExtend in extended conversations about stories | Develop their phonological awarenessUse print and letter knowledge in early writing | Develop their phonological awarenessWrite some or all of their nameWrite some letters accurately |
| **Mathematics** | Recite numbers past 5Understand position through words alone Begin to describe a sequence of events  | Say 1 number for each item in orderDescribe a familiar routeDiscuss routes and locations  | Show finger numbers up to 5Compare quantities using languageSelect shapes appropriatelyExtend and create ABAB patterns | Combine shapes to make new onesMake comparisons between objectsTalk about and identify the patterns around themNotice and correct an error in a repeating pattern | Talk about and explore 2d and 3d shapesSubitise to 3 | Subitise to 5Link numerals and amountsThe carinal principle to 5Experiment with symbols and numerals |
| **Understanding the World** | Talk about what they see using a wide vocabulary Being to make sense of their own life story and their families historyBegin to understand the need to respect and care for the natural environment and living things  | Talk about the differences between materials and changes they noticeContinue developing positive attitudes about the differences between peopleShow interest in different occupations | Know that there are different countries in the worldUse all their senses in hands on exploration of natural materials | Plant seeds and care for growing plantsUnderstand the key features of a life cycle | Begin to develop complex stories using small world equipment | Explore and talk about different forces |
| **Expressive Arts and Design** | Explore colour and colour mixing Listen with increased attention to sounds Remember and sing entire songs   | Take part in simple pretend playExplore different materials freelyJoin different materials and explore different textures | Create closed shapes with continuous linesPlay instruments with increasing control to express their feelingsSing the pitch of a tone sung by another person | Develop their own ideas and decide which materials to useRespond to what they have heard | Draw with increasing complexitySing the melodic shape of familiar songs | Show different emotions in their drawingsUse drawing to represent their ideasCreate their own songs |