

The planning may change as we follow children's interests therefore if through observations if there is a particular interest topics/key texts will be changed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	WONDERS OF THE WORLD <i>What makes us wonderfully unique?</i>	SPECIAL PEOPLE AND SPECIAL LANDMARKS <i>Who can help us?</i>	IMAGINATION AND MAKE BELIEVE <i>What is magic?</i>	MOTHER NATURE <i>What do plants, animals and humans need to grow?</i>	TRAVELLING AND EXPLORERS <i>Where can we go?</i>	FOLLOW THE RULES <i>Who helps us follow the rules?</i>
PSHE Jigsaw	Being Me in my World	Celebrating Difference	Dreams & Goals	Healthy Me	World Relationships	Changing Me
Trips & Visitors	Local Park Visit	Vet, GP, Dental Nurse, Police Officer, Lollypop Man, Firefighters Faith in Schools (1 st December) Post Box Visit	Discover Storytelling Centre	Reptile Workshop Bonny Downs	Docklands Museum	Colchester Zoo Library Visit
School Events	Harvest Festival	Road Safety Week Remembrance Day (11 th November) Children in Need (19 th November)		World Book Day (3 rd March) British Science Week (11-20 th March) Comic Relief (18 th March) Mothers' Day (27 th March)		Father's Day (19 th June) Graduation
Religious Education Links		Diwali Workshop Bonfire Night Christmas Nativity	Chinese New Year (1 st February)	Easter	Eid al Fitr	

<p>Key Texts</p>	<p>The Colour Monster Rainbow Fish My Mum and Dad make me laugh Owl Babies Elmer So Much</p>	<p>The Best Diwali Ever A Superhero Like You Zog & the Flying Doctors Detective Dog The Smartest Giant in Town Tidy</p>	<p>Supertato Super Daisy Room on the Broom Jack Frost</p>	<p>Jack and the Beanstalk The Gigantic Turnip Red Hen The Great Eggscape Aaarrghhhh Spider</p>	<p>Naughty Bus How to catch a star Beegu Handa's Surprise Swirling Hijab</p>	<p>Goldilocks and the Three Bears Little Red Riding Hood Three Billy Goats Gruff Little Rabbit Foo Foo</p>
<p>Communication and Language</p>	<p>The children will be learning to:</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Learn new vocabulary, such as dissolving, evaporating, hydrated and use it throughout their daily routine. - Ask questions to find out more and show genuine interest in knowing more. - Engage in conversations with adults and peers - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives, such as: "It must be cold outside because he is putting his coat and hat on." - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases and talk routines throughout the day. For example, arriving at school: "Good morning, how are you?" - Enjoy and engage in story times, listening to and talking about stories to build familiarity. - Listen carefully to rhymes and songs, paying attention to how they sound. 			<p>Early Learning Goal Children at the expected level of development will:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		<p>Our aspirational goals...</p> <p>As good citizens we will... be respectful of others whilst confidently working towards our own goals and be independent in our own self-care.</p>

Personal, Social and Emotional Development

The children will be learning to:

- Build their independence.
- Develop their sense of responsibility and membership of a community.
- Manage their feelings and emotions.
- Develop a positive sense of self, by setting themselves simple goals.
- Have confidence in their own abilities.
- Show resilience and persist and wait for what they want and direct attention as necessary.
- Build good and respectful friendships, co-operate and resolve conflicts peaceably.
- Look after their bodies, including healthy eating, oral hygiene and manage personal needs independently.
- Talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goal

Children at the expected level of development will:

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Our aspirational goals...

As life-long communicators we will...
contribute in one to one and group discussions by listening and responding to the things we hear using full sentences and a wide vocabulary.

Physical Development

The children will be learning to:

- Develop healthy bodies and think about what can help their social and emotional well-being.
- Develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency. For example: when using an obstacle course.
- Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Hold a pencil effectively using the tripod grip.

Early Learning Goal

Children at the expected level of development will:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Our aspirational goals...

As athletes we will... move with increased agility and co-ordination and use small equipment effectively.

<p>Literacy</p>	<p>Reading The children will be learning to:</p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Segment and blend sounds into words. For example: h-a-t is hat - Read digraphs and understand that some letter groups represent one sound. For example, sh, ch, th, ng, nk - Read a few common exception words. For example: I, the, my, said - Read simple sentences. - Engage in a variety of fiction and non-fiction books. - Show an understanding of what has been read to them by retelling stories using their own words. - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. <p>Writing The children will be learning to:</p> <ul style="list-style-type: none"> - Form lower case and capital letters correctly. - Spell words by segmenting the sounds and writing the sounds with letters. - Write simple sentences that can be read by themselves and others. - Re-read what they have written to check that it makes sense. 	<p>Early Learning Goal Children at the expected level of development will:</p> <p>Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	<p>Our aspirational goals...</p> <p>As readers we will... read simple sentences independently and demonstrate understanding of what we have read and stories we have heard.</p> <p>As writers we will... write simple sentences that can be read by others.</p>
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Mathematics

The children will be learning to:

- Recite number names in order
- Count objects, actions and sounds
- Say how many there are after counting (cardinal number.) For example: "...4, 5, 6. There are 6 balls."
- Count out smaller numbers from a large group.
- Subitise by looking at small quantities in familiar patterns. For example: dice and random arrangements.
- Make a connection between the number symbols (numeral) with their cardinal number value.
- Count verbally beyond 20.
- Compare numbers and amounts.
- Understand 'one more than' and 'one less than' concept.
- Use a variety of mathematical language. For example: more than', 'less than', 'fewer', 'the same as', 'equal to'.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Name and discuss the properties of a variety of 2D and 3D shapes.
- Continue, copy and create repeating patterns in a variety of different situations.
- Compare length, weight and capacity and use the correct vocabulary associated with them.

Early Learning Goal

Children at the expected level of development will:

Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Our aspirational goals...

As mathematicians we will... be able to talk about the composition and patterns within numbers up to ten including subitising and recalling number bonds to five.

<p>Understanding the World</p>	<p>The children will be learning to:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community, asking questions or making comments. For example: Shop staff, the police, nurses, doctors and teachers. - Explore pictures, stories, artefacts and accounts from the past, explaining similarities and differences. - Talk about experiences that are familiar to them and discuss how these may have differed in the past. - Understand that some places are special to members of their community. For example, places of worship. - Recognise that people have different beliefs and celebrate special times in different ways. - Talk about and share their own beliefs and practises. - Use all of their senses in hands-on exploration of natural materials and the natural world around them and describe what they see, hear and feel. - Explore collections of materials with similar and/or different properties. 	<p>Early Learning Goal Children at the expected level of development will:</p> <p>Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting 	<p>Our aspirational goals...</p> <p>As explorers and investigators we will... be able to talk about similarities and differences in our local environment and the wider world including how things have changed.</p>
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		<p>environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
<p>Expressive Arts and Design</p>	<p>The children will be learning to:</p> <ul style="list-style-type: none"> - Explore and use a range of materials to construct with and think about and discuss what they want to make. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively with their peers, sharing ideas, resources and skills. - Draw with increasing complexity and detail. - Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Play instruments with increasing control to express their feelings and ideas. - Participate in pretend play, developing storylines and using objects to represent something else. - Develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<p>Early Learning Goal Children at the expected level of development will:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	<p>Our aspirational goals...</p> <p>As artists and designers we will... be able to make up our own stories, songs and movements and use range of media and techniques to create creations independently.</p>