

	Autumn 1 2nd Sept – 17th Oct	Autumn 2 3rd Nov – 16th Dec	Spring 1 6th Jan – 13th Feb	Spring 2 23rd Feb – 1st April	Summer 1 20th April – 22nd May	Summer 2 8th June – 14th July
Topic	Space	Food and Festivals	Seasons	Superheroes	People Who Help Us	Fairytales
Role Play Area	Space station	Kindergarten Cafe	Weather Station	Superhero Headquarters	Police Station	Gingerbread House with Kitchen
Ongoing Topics	Days of the week Months of the year Seasons Celebrations	Days of the week Months of the year Seasons Celebrations	Days of the week Months of the year Seasons Celebrations	Days of the week Months of the year Seasons Celebrations	Days of the week Months of the year Seasons Celebrations	Days of the week Months of the year Seasons Celebrations
Forest Explorers Topics/Themes						
Experiences	Jodrell Bank 'Space' Trip Space End of Topic Party	Christmas Trip to Hayrack Farm		Superhero End of Topic Party	Parent Volunteers to discuss their occupation Public Transport Trip	
Celebrations Festivals and Events	Harvest Festival Rosh Hashanah Black History Month World Mental Health Day Halloween	Diwali Bonfire Night Antibullying Week Remembrance Day Children In Need, Christmas Hanukkah	World Religion Day Chinese New Year Children's Mental Health Week Valentine's Day Pancake Day	Ramadan Women's History Month British Science Week Eid Ul-Fitr World Book Day Mothers Day Easter Easter Bonnet Parade Easter Egg Hunt	Earth Day St George's Day World Day for Cultural Diversity	Fathers Day Grandparents Tea Party Sports Day
PSHE (SCARF) Themes	Rights and Responsibilities	Rights and Responsibilities	Keeping Safe	Culture Week Rights and Responsibilities	Rights and Responsibilities	Growing and Changing



	Being my Best	Valuing Difference		Me and My	Keeping Safe	
				Relationships		
Physical	Fine Motor Skills		Fine Motor Skills		Fine Motor Skills	
Development	Independence when feeding yourself (knife, fork and		Independence when feeding yourself (knife, fork and		Independence when feeding yourself (knife, fork and	
Themes	spoon).		spoon).		spoon- including cutting and pushing with knife)	
	Hold a pencil.		Hold a pencil comfortably and show hand preference.		Hold a pencil comfortably and show hand preference.	
	Manipulating small equipment and building strength		Forming letters correctly in their name.		Continue forming letters in their name.	
	in the fingers (scissor skills, tweezers, pegs,		Manipulating small equipment and building strength		Manipulating small equipment and continuing to	
	playdough).		in the fingers (one-handed and refining scissor skills).		build strength in the fingers (one-handed and using	
					scissors skilfully).	
	Gross Mo	otor Skills	Gross Motor Skills			
	Balance, strength and coordination		Balance, strength, personal space, coordination and		Gross Motor Skills	
			teamwork		Balance, strength, personal space, coordination and	
					teamwork	
					Pedal, push, lift	
Communication	Have the confid	·	Develop the confidence to speak in front of differing		Continue developing the confidence to speak in front	
and Language	Start to develop conversation		audiences		of differing audiences	
Themes	Express ideas and feelings with clarity of speech		Continue develop conversation, taking turns		Continue develop conversation, taking turns and	
	Talk about themselves and ask simple questions		Use recently introduced vocabulary		using conjunctions to link two sentences	
	Identify primary colours and some secondary colours		Express ideas and feelings with clarity of speech		Use recently introduced vocabulary	
	Know some rhymes and be able to talk about		Talk about themselves and ask simple questions		Express ideas and feelings with clarity of speech	
	familiar books		Participate in small group discussions		Develop pronunciation	
	Understand multi-step instructions		Identify primary and secondary colours		Be able to express a point of view and to debate	
			Know some rhymes and be able to talk about familiar		, -	
			books		Talk about themselves and ask simple questions	
			Understand multi-step instructions (two parts or		Participate in small group discussions	
			more)		Identify primary and secondary colours	
			Pay attention to more than one thing at a time		Know some rhymes and be able to talk about familiar	
			Repeat and identify the initial, middle and end sounds			
			of words		Understand multi-step instructions (two parts or	
			Use talk to organise themselves and their play		more)	



			2023 2020				
					Pay attention to more than one thing at a time		
					Repeat and identify the initial, middle and end sounds		
					of v	words	
					Use talk to organise th	nemselves and their play	
Phonics Topics	Aspect 1 Environmental	Aspect 3 Body	Aspect 5 Alliteration				
	Sounds	Percussion		Aspect 7 Oral Blending	Pre-phase 2 Phonics	Pre-phase 2 and Phase 2	
	Aspect 2 Instrumental		Aspect 6 Voice Sounds	and Segmenting		Phonics	
	Sounds	Aspect 4 Rhyme and					
		Rhythm					
Maths Topics	Number		Number		Number		
	Take part in finger rhymes with numbers.		Show finger numbers up to 5, consistently and		Show finger numbers up to 5/10, consistently and		
	React to changes of amoun	it in a group of up to 3	accurately.		accurately.		
	items.		Subitising to 3/5.		Subitising to 3/5.		
	Develop counting-like behaviour (pointing or saying		Develop counting-like behaviour (pointing or saying		Say one number for each item in order (1-5 or 1-10).		
	some numbers in sequence).		some numbers in sequence).		Count in everyday contexts, without skipping		
	Count in everyday contexts, sometimes skipping		Count in everyday contexts, rarely skipping numbers		numbers.		
	numbers.		Say one number for each item in order (1-5/1-10).		Know that the last number reached when counting a		
	Say one number for each item in order (1-5).		Know that the last number reached when counting a		small set of objects tells you how many there are in		
	Know that the last number reached when counting a		small set of objects tells you how many there are in		total (cardinal principle).		
	small set of objects tells you how many there are in		total (cardinal principle).		Link numerals and amounts (1-5 or 1-10 or beyond		
	total (cardinal principle).		Link numerals and amounts	nerals and amounts (1-5 or 1-10) 10).			
	Link numerals and amounts (1-3). Numerical Patterns				Solve real world mathematical problems with		
			Numerical Patterns		numbers to 5.		
			Rote count to 10/20.		Shape: Name some 2D and 3D shapes, using informal		
	Rote count to 10.		Begin experimenting with their own symbols/ marks		mathematical language e.g. sides, corners, flat,		
	Compare amounts saying 'lots', 'more', 'fewer' or		to represent numbers.		round).		
	'same'.		Shape: Name some 2D shapes (circles, rectangles,		Combine shapes to make new ones.		
	Compare sizes/length/weight using language		triangles, squares).		Be able to describe a sequence of events using		
	'bigger/smaller/taller/shorter/heavier/longer/lighter'		Combine shapes to make new ones.		appropriate terms 'first/then/next).		
			Be able to describe a sequer			acing 1-10, forming 1-5/1-10	
	Notice and name patterns	(spotty/stripey etc).	appropriate terms 'first/ther	n/next).	independently).		



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	Create a repeating pattern of two (ABAB).	Compare amounts saying 'lots', 'more', 'fewer' or		
	Understand position with picture prompts (in	'same'.		
	front/behind/ underneath, next to).	Compare sizes/length/weight using language		
		'bigger/smaller/taller/shorter/heavier/longer/lighter'		
		Notice and name patterns (spotty/stripey etc).	Numerical Patterns	
		Create a repeating pattern of two (ABAB) or three	Rote count to 20 (and beyond).	
		(ABCABC).	Compare amounts saying 'lots', 'more', 'fewer' or	
		Notice and correct an error in a repeating pattern	'same'.	
		Understand position through words alone (in	Compare sizes/length/weight using language	
		front/behind/ underneath, next to).	'bigger/smaller/taller/shorter/heavier/longer/lighter'.	
			Notice and name patterns (spotty/stripey etc).	
			Create a repeating pattern of two (ABAB) or three	
			(ABCABC).	
			Notice and correct an error in a repeating pattern.	
			Understand position through words alone (in	
			front/behind/ underneath, next to).	
Expressive Art	Creating with materials:	Creating with materials:	Creating with materials:	
and Design	Making marks intentionally.	Create closed shapes with continuous lines, and begin	Draw with increasing complexity and detail, such as	
	Exploring colour mixing.	to use these shapes to represent objects.	representing a face with a circle and including details.	
	Explore paint using fingers and other parts of their	Manipulate and play with different materials,	Develop their own ideas and then decide which	
	bodies, as well as brushes and other tools.	including playdough and clay	materials to use to express them.	
	Join different materials and explore different	Explore paint using fingers and other parts of their	Create collaboratively; sharing ideas resources and	
	textures.	bodies, as well as brushes and other tools.	skills	
		Use a range of drawing materials, art application	Make natural painting tools.	
	Being Imaginative and Expressive	techniques, mixed-media scraps and modelling	Select and arrange natural materials to make 3D	
	Listen with increased attention to sounds.	materials to create child-led art.	artworks.	
	Move and dance to music.			
	Make rhythmical and repetitive sounds.	Being Imaginative and Expressive	Being Imaginative and Expressive	
	Explore a range of soundmakers and instruments	'Pitch match' a tune sung by another person.	Sing the melodic shape of familiar songs.	
	and play them in different ways.	Respond emotionally and physically when music	Create their own songs or improvise a song around	
	, ,	changes.	one they know.	
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Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Join in with songs and rhymes, remembering entire songs.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face .

Showing different emotions in their drawings and paintings e.g. happiness.

Begin to develop complex stories using small world equipment like animals sets.

Take part in more topical-based pretend play, using an object to represent something else even though they are not similar.

Respond to what they have heard, expressing their thoughts and feelings.

Make imaginative and complex 'small worlds'.

Play instruments with increasing control to express
feelings/ ideas.