

	Autumn 1 2nd Sept – 17th Oct 6 weeks 4 days	Autumn 2 3rd Nov – 16th Dec 6 weeks 2 days	Spring 1 6th Jan – 13th Feb 6 weeks	Spring 2 23rd Feb – 1st April 5 weeks 3 days	Summer 1 20th April – 22nd May 5 weeks	Summer 2 8th June – 14th July 5 weeks 2 days
Topic	Travel	Dinosaurs	Under the Sea	Countries and Continents	On Safari	Minibeast
Role Play Area	Tuff Tray activities Vehicle mechanics	Dinosaur Hospital	An Aquarium	Airport/ passport control	African Savannah	Minibeast investigation Area
Ongoing Topics	Pencil Control, Pencil grip Name writing Birthdays & Months of the year Seasons Celebrations	Pencil Control, Pencil grip Name writing Birthdays & Months of the year Name writing Seasons Celebrations	Pencil Control, Full name writing Letter formation Seasons Celebrations	Pencil Control, Full name writing Letter formation Seasons Celebrations	Pencil Control, Independent word & sentence writing All letter formation Seasons Celebrations	Pencil Control, Independent word & sentence writing All letter formation Seasons Celebrations
Forest Explorers Topics/Themes						
Experiences	Airport Trip	Christmas Trip to the Theater	Blue Planet	- Food Tasting experiences - Invite parents to send pictures of different food - Chef Simon world foods	Knowsley Safari Park Yr 3 Buddy Trip Class Assembly - Safari Themed	Trips to Pickering Lodge Park Extra outdoor learning Bug man visits school
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	Earth Day St George's Day World Day for Cultural Diversity	Fathers Day Grandparents Tea Party Sports Day



				Easter Egg Hunt		
				Culture Week		
PSHE (SCARF)	Rights and	Rights and		Rights and	Rights and	
Themes	Responsibilities	Responsibilities	Keeping Safe	Responsibilities	Responsibilities	Growing and Changing
	Being my Best	Valuing Difference		Me and My	Keeping Safe	
				Relationships		
Physical	Revise and refine the fund	damental movement skills	Further develop and refine a range of gross motor		Develop confidence, competence, precision and	
Development	they have already acquired: rolling; crawling; walking;		skills: they should be confident in balancing, riding		accuracy when engaging in more challenging	
Themes	jumping; running; hopping; skipping; climbing		(tricycles, bikes with stabilisers), ball skills		physical activities: negotiating space, adjusting	
					speed, direction, and body position in response to	
	Progress towards a more fluent style of moving, with		Combine different mov	rements with ease and	others or obstacles	
	developing control and grace		fluency, e.g. jump off an object and land			
			appropriately		Further refine fine motor skills so children can use	
	Begin to develop the overall body strength,				small tools competently for a range of tasks, e.g.	
	coordination, balance and agility needed to engage		Develop the overall body strength, coordination,		fasteners (buttons, zippers), manipulating small	
	successfully with future physical education sessions		balance and agility further		objects, cutting shapes more precisely	
	and other physical disciplines including dance,					
	athletics, g	gymnastics	Continue upper-body s	trength / core strength	Begin to show good contr	ol and coordination in large
			activities to support stability for writing and other		and small movements, maintaining balance, negotiating risk safely	
	Use large-muscle movements to wave flags and		fine mot	or tasks		
	streamers, paint large shape	es, make marks using whole				
	arı	ms	Use a range of small tools competently, safely and		Know the importance for good health of physical	
			confidently, includin	g pencils for writing	exercise, and	healthy eating
	•	in preparation for fluent				
	writing - using the tripod	d grip in almost all cases	Begin to show accuracy	and care when drawing		
	Use tools safely and confi					
	scissors, paintb	rusnes, cutlery				



Communication and Language Themes	Be able to manage their own basic hygiene and personal needs more independently, including dressing/undressing, toileting, washing hands (Focus: Listening & Attention, Understanding) • Maintain attention and concentration in whole-group storytelling or carpet time; begin to sit quietly at appropriate moments. • Develop two-channeled attention: listen while doing simple tasks. • Begin to understand a range of complex sentences, including negatives, plurals, and tense markers. • Respond and attend to ideas expressed by others in group discussion; understand questions such as who, why, when, where, and how. • Increase vocabulary through exposure to stories, non-fiction, songs and rhymes, and use new words across different contexts.		Ask questions to for compress Retell stories, sometimes in the sometimes in the Use new vocabular throughout Extend sentend conjunctions such as Begin to use past and Continue developing start and sustain multi-turn and peers; express opin	 (Focus: Understanding, Speaking) Ask questions to find out more and check comprehension. Retell stories, sometimes using exact wording, sometimes in their own words. Use new vocabulary in meaningful contexts throughout the day. Extend sentence structure by using conjunctions such as because, and, or. Begin to use past and future tense accurately. Continue developing conversational skills: start and sustain multi-turn exchanges with adults and peers; express opinions and debate using words as well as actions. 		 (Consolidation & ELG target: Speaking confidently) Use talk to organise, sequence and clarify thinking, ideas, feelings, and events; introduce narrative during play. Maintain effective communication, adapting language for the listener's needs. Use accurate past, present, and future tense in conversation and storytelling. Achieve the statutory Early Learning Goal:	
Phonics Topics	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	
Maths Topics	(Foundations in Numbe Meas Num	sure)	Use mathematical language to describe the position of objects (e.g. in, on, under, beside, behind, next to).		Numerica	rd ELGs in Number & ll Patterns)	



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	 Count objects, actions and sounds in different contexts. Subitise small quantities (recognise up to 5 without counting). Link numerals and amounts, matching number symbols to quantities. Begin to count beyond ten in familiar routines. Shape, Space & Measure / Spatial Reasoning: Select, rotate, and manipulate shapes during play to explore how they fit. Compare length, weight and capacity using everyday vocabulary (taller, heavier, fuller, etc.). Continue, copy and create repeating patterns. 	Understand position through words alone (e.g. "The bag is under the table") – without needing to point. Describe a sequence of events using words such as "first", "then". Solve real-world mathematical problems with numbers up to 5 (e.g. "Do we have enough cups for everyone?"). Talk about and explore 2D and 3D shapes using informal and mathematical language (e.g. sides, corners, flat, round). Select shapes appropriately for tasks (e.g. "a flat surface for building", "a triangular prism for a roof"). Combine shapes to make new ones (e.g. an arch, a bigger triangle, a square).	 Develop deep understanding of numbers to 10, including how they are composed (e.g. 7 = 3 + 4). Subitise confidently up to 5 objects. Automatically recall number bonds up to 5, and some to 10, including doubles. Count reliably from 1 to 20, understanding the pattern of the counting sequence. Numerical Patterns (ELG): Compare quantities up to 10 in context: greater than, less than, the same. Explore and represent patterns within numbers to 10, including evens, odds, doubles, and equal sharing. Sustain and create number-based patterns, noticing structure and symmetry.
Literacy	Understand how to listen carefully and why listening is important	Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in	Engage in storytimes Listen to and talk about stories to build
	Learn new vocabulary Use new vocabulary throughout the day Read individual letters by saying the sounds for them	well-formed sentences Describe events in some detail	familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words



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Blend sounds into words, so that the	ey can read	Read a few common exception words	Use new vocabulary in different contexts
short words made up of known le	tter-sound	matched to the school's phonic programme	
correspondences			Engage in non-fiction books
		Read simple phrases and sentences made up	
Say some of the words in songs a	nd rhymes;	of words with known letter-sound	Listen to and talk about selected non-fiction to
enjoy singing and saying rhymes	and songs	correspondences and, where necessary, a few	develop a deep familiarity with new knowledge
		exception words	and vocabulary
Form lower-case and capital letter	s correctly		
		Spell words by identifying the sounds and	Write short sentences with words with known
		then writing the sound with letters	sound-letter correspondences using a capital
			letter and full stop
			Re-read what they have written to check that
			it makes sense.