

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Topic	My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Communication and Language	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering

	they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because...	well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults	events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
Personal Social and Emotional	See themselves as a valuable individual. Manage their own needs.	See themselves as a valuable individual. Build constructive and	Show resilience and perseverance in the face of challenge. Think	Identify and moderate their own feelings socially and	PSE Self-Regulation ELG Show an understanding of their own feelings	Self-Regulation ELG Show an understanding of their own feelings

		respectful relationships. Express their feelings and consider the feelings of others	about the perspectives of others.	emotionally. Building Relationships ELG 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.	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 Self-Regulation ELG 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	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 ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know
--	--	---	--	--	---	--

					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 ELG 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,	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. ideas or actions. Managing Self ELG 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
--	--	--	--	--	--	--

					going to the toilet and understanding the importance of healthy food choices.	healthy food choices.
Jigsaw Themes	Being Me in my World	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance,	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Develop confidence, competence, Develop the foundations of a handwriting style which is fast, accurate and efficient.	Physical Development Gross Motor Skills ELG Physical Development Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate scissors, knives, forks and spoons.
Literacy Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter– sound	Read a few common exception words matched to the school’s phonic programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and	Read a few common exception words matched to the school’s phonic programme Re-read these books to build up their confidence in word reading, their fluency and their

	sound correspondences. Read a few common exception words matched to the school's phonic programme	sounds for them. Read a few common exception words matched to the school's phonic programme	sounds for them. Read a few common exception words matched to the school's phonic programme Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Comprehension ELG 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;	enjoyment. Word Reading ELG 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	understanding and enjoyment. Word Reading ELG 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.
Literacy Talk for writing focus Texts	Owl Babies	Mrs Armitage	How to catch a star	The Enormous Turnip	Sleeping Beauty	Goldilocks and the Three Bears
Literacy Writing	Form lower-case and capital letters correctly. Spell words by identifying the	Form lower-case and capital letters correctly. Spell words by identifying the	Form lower-case and capital letters correctly. Spell words by identifying the	Write short sentences with words with known sound-letter correspondences	Re-read what they have written to check that it makes sense. Writing ELG; Write recognisable	Re-read what they have written to check that it makes sense. Writing ELG; Write recognisable

	sounds and then writing the sound with letter/s.	sounds and then writing the sound with letter/s.	sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	using a capital letter and full stop. Re-read what they have written to check that it makes sense. Writing ELG; 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.	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.	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.
Maths	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers Compose and decompose shapes so that children recognise a shape can have other shapes within	Count beyond ten. Explore the composition of numbers to 10. Compare length, weight and capacity.	Automatically recall number bonds for numbers 0–10. Number ELG; Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; -	Numerical Patterns ELG 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	Numerical Patterns ELG 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

		it, just as numbers can Continue, copy and create repeating patterns		Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)	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.	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.
Understanding the World	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?

				What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.		
Understanding the World (History)	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon

	will we do this year in Reception?	the explorer; The South Pole, the challenges of his journey				
Understanding the World (Geography)	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police,	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.
Understanding the World (RE)	Theme: Special People Key	Theme: Christmas Key Question:	Theme: Celebrations Key	Theme: Easter Key Question: What is	Theme: Story Time Key Question:	Theme: Special Places Key

	Question: What makes people special? Religions: Christianity, Judaism	What is Christmas? Religion: Christianity Christian concept: Incarnation	Question: How do people celebrate? Religions: Hinduism	Easter? Religion: Christianity Christian concept: Salvation	What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Question: What makes places special? Religions: Christianity, Islam, Judaism
Expressive Art and Design	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear.
Focus Artists	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hunderwasser	Gogh's Sunflowers	Degas' Ballet Dancer
Expressive Arts and Design Music	Singing and Listening	Pulse and Rhythm	Pitch	Instruments and Symbols	Instruments and Symbols -	Dynamics and Tempo

					Composition	
--	--	--	--	--	-------------	--