



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Topic question</b>	<b>How have I grown?</b>	<b>Why do we celebrate?</b>	<b>What is a hero?</b>	<b>Who lives in the woods?</b>	<b>What's under the log?</b>	<b>Where will we go?</b>
<b>Weekly Themes</b>	Week 1 and 2: All About Me Week 3: How have I grown? Week 4 : Our bodies and keeping healthy. Week 5: Our senses. Week 6: Autumn Week 7: Harvest	Week 1: What is a celebration? Week 2: Birthdays Week 3: Bonfire night Week 4: Diwali Week 5: Weddings And christenings Week 6: Seasonal change- Autumn to Winter. Week 7: Christmas/Nativity	Week 1: What is a hero? Weeks 2- 4: People who help us. Weeks 5 and 6: Where do we live? Early map work.	Week 1: Parts of a plant. Week 2: What do plants need to grow? Week 3: Life cycle of a plant. Week 4: Planting and growing cress. Week 5: Cress observations. Week 6: Seasonal change- Winter to Spring	Week 1: Bug hunt Week 2: What is a minibeast? Week 3: Different types of minibeast. Week 4: Life cycle of a butterfly. Week 5: Life cycle observations. Week 6: Seasonal change- Spring to Summer	Week 1: Identifying and sorting materials. Week 2: Sorting materials for recycling. Investigating materials that sink/float. Week 3: Making boats. Weeks 4 and 5: Transport old and new Weeks 6 and 7: Where does our food come from?
<b>Key texts</b>	The Colour Monster Goes to School The Colour Monster Super Duper You Can I build another me?	The Best Diwali Ever The Perfect Fit The birthday invitation One Snowy Night The Jolly Christmas Postman The big book of festivals The scarecrows wedding.	Supertato People who help us A superhero like you	Martha maps it out. Sam plants a sunflower From tiny seeds The amazing life cycle of plants The marvellous moon map	The very hungry caterpillar Are you a butterfly? Under your feet. Do you love bugs? The crunching munching caterpillar. Mad about minibeasts.	Emma Jane's aeroplane Things that go My big book of transport
<b>'WOW' Moments</b>	All about me boxes.  Visit to Trevaskis Farm  Trip to the woods	Class party. Visit to the local church Christingle service Nativity play Toasting marshmallows. Leach pottery.	Children come dressed to school as their favourite superhero. Visit to the lifeboat station. Visit from a tri-officer. Visit to the fire station	Trip to the woods Growing sunflowers.	Growing our own caterpillars and watching them hatch into butterflies.  Trip to paradise park.	Visit from a classic car. Local boat trip
<b>Personal, Social &amp; Emotional Development</b> *Taught alongside 'My Happy Mind' PSHE scheme	Class rules Sharing interests Sharing hobbies Identifying feelings Importance of exercise Healthy eating Oral hygiene	Setting goals Listening to others Responsibility Making the right choices	Confidence and independence Consequences Being kind Road safety	Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time	Managing feelings Calming Techniques Having different opinions Being unique Importance of sleep	Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one
<b>Communication and Language</b>	Listening and attention skills  Asking and answering 'what' questions  1:1 discussion  Retelling the story 'Owl Babies'	Joining in with repeated refrains in stories  Asking and answering 'who' questions'  1:1 discussion  Retelling the story 'The Gruffalo'	Discussing key events in a story  Asking and answering 'when' questions  Small group discussions  Using present tense.	Identifying main characters in a story  Asking and answering 'where' questions  Small group discussions  Using connectives to join ideas	Linking events in a story to own experiences  Asking and answering 'why' questions  Whole class discussions Using past tense	Sequence story/real life events in detail  Hot seating  Whole class discussions  Using future tense

<p><b>Physical Development</b></p>	<p><b>Gross Motor</b> Different ways of moving- walking, running Changing speed Pushing, patting, rolling</p> <p><b>Fine Motor</b> Squiggle whilst you wiggle Tripod Grip Writing position</p>	<p><b>Gross Motor</b> Developing special awareness.  To negotiate obstacles safely.</p> <p>Changing direction</p> <p><b>Fine Motor</b> Scissor skills</p>	<p><b>Gross Motor</b> Throwing, catching, kicking  Maintain balance on stairs and while carrying objects.</p> <p><b>Fine Motor</b> Using cutlery properly. Using cotton buds/paintbrushes to form letters.</p>	<p><b>Gross motor</b> Different ways of moving- jumping, skipping.  Moving in time to music</p> <p><b>Fine Motor</b> Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters</p>	<p><b>Gross Motor</b> To climb stairs, steps and moves across climbing equipment using alternate feet.  To can walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p><b>Fine Motor</b> Pattern making Capital letter formation. Using small tools Doing up buttons Doing up zips</p>	<p><b>Gross Motor</b> Multi-skills Balancing Agility</p> <p><b>Fine Motor</b> Sewing Capital letter formation. Doing up laces</p>
<p><b>Literacy</b></p>	<p><b>RWI SET 1 SOUNDS</b> ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Name writing Use of correct pencil grip Begin to form letters on a page with correct writing position. Name writing (<i>on entry assessment</i>) and ordering the letters of their name. Initial sounds CVC word writing</p> <p>How to order the letters in my name How to write my name How to identify initial sounds How to write initial sounds How to sequence key parts of a story (owl babies)</p> <p>ELG: Write recognisable letters, most of which are correctly formed.</p>	<p><b>RWI SET 1 SOUNDS</b> ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Begin to use Fred Fingers to spell CVC words. Letter formation of lower-case letters (using non-lined books). Shared writing: list writing</p> <p><b>GRUFFALO T4W</b> Nonfiction: Invitation writing.</p> <p>ELG: Write recognisable letters, most of which are correctly formed.</p>	<p><b>RWI SET 1/2 SOUNDS</b> ELG: Read words consistent with their phonic knowledge by sound blending.</p> <p>Shared writing: captions Handwriting –books with large lines. Use Fred Fingers to spell cvc words. Complete a sentence. Introduce red words for spelling. Introduce use of full stops.</p> <p><b>SUPERTATO T4W</b> Nonfiction- report.</p> <p>ELG: Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p>	<p><b>RWI SET 1/2 SOUNDS</b> ELG: Read words consistent with their phonic knowledge by sound blending.</p> <p>Shared writing: captions Handwriting –books with large lines. Use Fred Fingers to spell cvc words. Complete a sentence. Introduce red words for spelling. Introduce use of full stops.</p> <p><b>LITTLE RED RIDING HOOD T4W</b> Nonfiction: Instruction writing- how to care for a plant</p> <p>ELG: Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p>	<p><b>RWI SET 1/2 SOUNDS</b> ELG: read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Use of finger spaces Use of capital letters. Use of full stops Phonetically plausible spelling of green words. Spell many red words correctly. Begin to sequence sentences to form narratives.</p> <p><b>THE VERY HUNGRY CATERPILLAR T4W</b> Nonfiction- fact file writing.</p> <p>ELG: Write simple phrases and sentences that can be read by others.</p>	<p><b>RWI SET 2 SOUNDS</b> ELG: read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Independent sentence writing forming longer narratives. Write CVCC / CCVC words accurately using Fred talk. Reading text for sense.</p> <p><b>EMMA JANE'S AEROPLANE T4W</b> Nonfiction: Recount writing (most recent school trip).</p> <p>ELG: Write simple phrases and sentences that can be read by others.</p>

<p><b>Mathematics</b> *White rose</p>	<p><b>Weeks 1 and 2:</b> Getting to know you. <b>Weeks 3 and 4:</b> Match, sort and compare (objects and amounts). <b>Weeks 5 and 6:</b> Talk about measure and patterns. <b>Week 7:</b> Consolidate.</p>	<p><b>Weeks 1 and 2:</b> It's me 1,2,3. <b>Week 3:</b> Circles and triangles. <b>Weeks 4 and 5:</b> 1,2,3,4 and 5. <b>Week 6:</b> Shapes with 4 sides. <b>Week 7 and 8:</b> Consolidate.</p> <p>ELG: 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.</p>	<p><b>Weeks 1 and 2:</b> Alive in 5. <b>Week 3:</b> Mass and capacity. <b>Weeks 4 and 5:</b> Growing 6, 7, 8. <b>Week 6:</b> Length, height and time.</p> <p>ELG: 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.</p>	<p><b>Week 1:</b> Length, height and time. <b>Weeks 2, 3 and 4:</b> Building 9 and 10. <b>Weeks 5 and 6:</b> Explore 3-D shapes.</p> <p>ELG: 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.</p>	<p><b>Weeks 1 and 2:</b> To 20 and beyond. <b>Week 3:</b> How many now? <b>Weeks 4 and 5:</b> Manipulate, compose and decompose. <b>Week 6:</b> Consolidate.</p> <p>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 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</p>	<p><b>Week 1 and 2:</b> Sharing and grouping. <b>Weeks 3, 4 and 5:</b> Visualise, build and map. <b>Week 6:</b> Make connections. <b>Week 7 and 8:</b> Consolidation.</p> <p>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 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.</p>
<p><b>Mathematics</b> *NCETM mastering number</p>	<p>Week 1: Subitising. Week 2: Counting, cardinality and ordinality. Week 3: Composition. Week 4: Subitising. Week 5: Comparison.</p>	<p>Week 1: Counting, cardinality and ordinality. Week 2: Comparison. Week 3: Composition. Week 4: Composition. Week 5: Counting, cardinality and ordinality.</p>	<p>Week 1: Subitising. Week 2: Counting, cardinality and ordinality. Week 3: Composition. Week 4: Composition. Week 5: Comparison.</p>	<p>Week 1: Counting, cardinality and ordinality. Week 2: Comparison. Week 3: Composition. Week 4: Composition. Week 5: Composition.</p>	<p>Week 1: Counting, cardinality and ordinality. Week 2: Subitising. Week 3: Composition. Week 4: Composition. Week 5: Comparison.</p>	<p>Week 1: Subitising on a rekenrek. Week 2: Comparison review. Week 3: Counting review. Week 4: Number patterns review. Week 5: Recall review. Week 6: Understanding review.</p>

<p><b>Understanding the world</b></p>	<p><b>SCIENCE</b> <b>Our bodies</b> <b>ELG:</b> Know and talk about the different factors that support their overall health and wellbeing. Labelling different parts of our body. Know how to keep our bodies healthy.</p> <p><b>How have I grown?</b> <b>ELG:</b> Comment on images of familiar situations in the past. Children to compare photos of them from when they were a baby to a present-day photo of themselves.</p> <p><b>THE NATURAL WORLD</b> <b>DM:</b> Describe what they see, hear, and feel whilst outside. <b>Our senses</b> Senses walk</p> <p><b>ELG:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Autumn &amp; Harvest</b> Observe Summer as it changes to Autumn in our local environment.</p>	<p><b>PEOPLE COMMUNITIES AND PLACES</b> <b>ELG:</b> 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.</p> <p>What is a celebration? Birthdays Bonfire night Diwali Christmas Weddings and christenings.</p> <p><b>THE NATURAL WORLD</b> <b>ELG:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Winter</b> Observe Autumn as it changes to Winter in our local environment.</p>	<p><b>PEOPLE WHO HELP US</b> <b>ELG:</b> Talk about the lives of people around them and their roles in society. Who are our local heroes? Nurses, doctors, paramedics, vet, dentists, firefighters, and police officer.</p> <p><b>GEOGRAPHY</b> <b>Where I live?</b> <b>EIG:</b> Talk about members of their family and community. Different types of homes- which type of home do I live in? Do I live in a city/town/village...? Who lives in my home with me? What things are near to my home?</p> <p><b>Early map skills.</b> <b>ELG:</b> Draw information from a simple map. <b>PCC-</b> Describe their immediate environment using knowledge from observation, discussion and stories, non-fiction texts and maps. Children to map classroom, journey to school and then journey to lifeboat station and fire station (links to people who help us).</p>	<p><b>PLANTING</b> <b>ELG:</b> Explore the natural world around them. Drawing and labelling a plant. What does a plant need?</p> <p><b>NATURE/GROWING:</b> <b>ELG:</b> Explore the natural world around them. Life cycle of a plant Bean in a bag Bean diary.</p> <p><b>THE NATURAL WORLD</b> <b>ELG:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Spring</b> Observe Winter as it changes to Spring in our local environment.</p>	<p><b>LIFE CYCLES</b> <b>ELG:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Life cycle of caterpillar Observations of the life cycle.</p> <p><b>THE NATURAL WORLD</b> <b>ELG:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Summer</b> Observe Spring as it changes to Summer in our local environment.</p>	<p><b>SCIENCE</b> <b>ELG:</b> Talk about the differences between material and changes. Sorting materials. Sorting materials for recycling? Floating/sinking materials.</p> <p><b>PAST AND PRESENT</b> Transport old and new.</p> <p><b>WHERE DOES OUR FOOD COME FROM?</b> Where does the fruit we eat come from?</p>
<p><b>Expressive arts and design – creating with materials.</b></p> <p><b>(Art)</b></p>	<p><b>ELG:</b> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children to create self-portraits (painting).</p> <p>Leaf printing.</p>	<p><b>ELG:</b> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Clay project- Diya lamps.</p> <p>Rangoli patterns.</p>	<p><b>DM:</b> Create collaboratively, sharing ideas, resources, and skills.</p> <p>Joining materials.</p>	<p><b>DM:</b> Create collaboratively, sharing ideas, resources, and skills. Mark Hearld Collages of nature</p>	<p>Lucy Arnold observational art (minibeasts). <b>ELG:</b> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. <i>Observe and draw what they can see including animals and plants.</i></p>	<p>Design and technology <b>DM:</b> Create collaboratively, sharing ideas, resources, and skills. Children to design and make 'boats' which materials considering which materials will float.</p> <p>Skylines</p>

St Ives Infant School

<p><b>Expressive arts and design – being imaginative and expressive.</b></p> <p><b>(Music)</b></p>	<p>Learning well known nursery rhymes and songs.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs.</p>	<p>Learning well known nursery rhymes and songs.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs.</p> <p>Cultural music and dance. ELG: Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Perform well known songs and nursery rhymes with others.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs with others and when appropriate try to move in time with the music.</p>	<p>Perform well known songs and nursery rhymes with others.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs with others and when appropriate try to move in time with the music.</p>	<p>Perform well known songs and nursery rhymes with others.</p> <p>ELG: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen and respond to music.</p> <p>ELG: Listen attentively, move to and talk about music, expressing their feelings and responses</p>
<p><b>Expressive arts and design – being imaginative and expressive.</b></p>	<p>In line with 'talk for writing' children will recount the story of 'Owl babies'</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>In line with 'talk for writing' children will recount the story 'The Gruffalo'</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>In line with 'talk for writing' children will recount, invent and adapt the story 'Supertato'.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Develop story lines in their own play (role play area).</p>	<p>In line with 'talk for writing' children will recount, invent and adapt the story "Little red riding hood"</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Develop story lines in their own play (role play area).</p>	<p>In line with 'talk for writing' children will recount, invent and adapt the story 'The very hungry caterpillar'.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>In line with 'talk for writing' children will recount, invent and adapt the story 'Emma Janes Aeroplane'.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p>