	<b>Autumn 1</b> (02/09 – 08/10: 7 weeks)	Autumn 2 (04/11 – 20/12: 7 weeks)	<b>Spring 1</b> (06/01 – 14/02: 6 weeks)	<b>Spring 2</b> (24/02 – 03/04: 6 weeks)	<b>Summer 1</b> (22/04 – 22/05: 5 weeks)	<b>Summer 2</b> (01/06 – 17/07: 7 weeks)
Theme(s)	All about me  -Family/families -Starting school -Empathy, respect, kindness, nicenessBuilding relationships.	Seasons  Change of weather Changes for us (different types of clothes) Occasions/Events	Under the Sea  Creatures under the sea Saving the planet Effects of plastic in the ocean.	People who help us  - Vets, nurses, doctors, etc. Why they are important people	Minibeasts/animals  How to look after minibeasts/animals.  The different types of insects/animals.	Holidays & seaside  How to stay safe in the sun Fun things to do at the beach How to keep our beaches tidy.
Celebrations	Halloween (31st Oct) Diwali (29th Oct)	Bonfire Night Christmas Remembrance Day (11 <sup>th</sup> November)	Chinese New Year (Sat 25/01/20) Valentine's Day	Pancake Day (25/02/20) Mother's Day (22/03/20) Easter (12/04/20)	Eid (24 <sup>th</sup> May 2020)	Father's Day – Sun 21 <sup>st</sup> June 2020
Trips/ Experiences	Spooky story time/stay and play.	Visit from Santa?	Mansfield aquatics (enquire about a visit).	Visits from professionals. Easter bunny visit? Superhero day- dress up.	Mini beast hunt on the field? Parents to come and support. White post farm visit.	Family seaside event- picnic at the beach?
Brilliant Beginning	Parents to provide family pictures to make family pictures.	Making creations/pictures for the different sections of the season display.	Create new underwater creature (at home) bring in for show and tell.	Visits from professionals. Easter bunny visit? Superhero day/ dress up.	Footprints/pretend droppings- which animal came in overnight?	Set up a scene with a boat that has sunk- what could they do to make it better? Can the children get things to float in the water tray?
Exciting Exhibition/ Parental Involvement Opportunities	Halloween Stay & Play?	Christmas concert (joint with F2). Stay and play- singing, story, play and hot chocolate.	Create new underwater creature (at home) bring in for show and tell.	Visits from professionals. Easter stay and play	Mini beast hunt on the field? Parents to come and support.	Family seaside event- picnic at the beach (in school).
PSED/HSC (CIRCLE TIME)	See Jigsaw Planning	See Jigsaw Planning	See Jigsaw Planning	See Jigsaw Planning	See Jigsaw Planning	See Jigsaw Planning

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C&L	Ongoing – working through EExAT statements as needed.  Key words used around the unit  Discussions around their lives, themselves- building trust between them and others.						
PD	Ongoing HSC Aspects:  Basic hygiene – using the toilet, washing hands after/before eating Healthy lifestyles – healthy eating, exercise, looking after ourselves.						
						Sport's Day Race practise – standing in lines, waiting for our turn, participating fairly in races.	
Literacy – Reading	Baseline assessments and 1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI)	1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments	1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments	1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments	1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments	1:1 Reading as often as possible Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening. Using finger puppets and props to re-tell stories Daily phonics lessons (RWI) Baseline assessments	
Literacy - Writing			range of types of writin	g, including:			

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	• Letters							
	<ul><li>'My first week'</li></ul>	Letters to Santa (big						
	handprints	groups).						
	<ul> <li>Family trees*</li> </ul>							
Maths	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline		
	Assessments-	Assessments-	Assessments-	Assessments-	Assessments-	Assessments-		
	assessment sheets.	assessment sheets.	Numberblocks –	Numberblocks -	Numberblocks -	Numberblocks -		
	Numberblocks -	Numberblocks -	Number of the day	Number of the day	Number of the day	Number of the day		
	Number of the day	Number of the day	(Numbers to 10)	(Numbers to 10)	(Numbers to 10)	(Numbers to 10)		
	(Numbers to 10)	(Numbers to 10)	Focus on counting to	Focus on counting to	Focus on counting to	Focus on counting to		
	Focus on counting	Focus on counting to	10, recognising and	10, recognising and	10, recognising and	10, recognising and		
	to 10, recognising	10, recognising and	writing numerals to	writing numerals to	writing numerals to	writing numerals to		
	and writing	writing numerals to	10, ordering	10, ordering numbers	10, ordering	10, ordering		
	numerals to 10,	10, ordering	numbers to 10,	to 10, counting up to	numbers to 10,	numbers to 10,		
	ordering numbers	numbers to 10,	counting up to 4	4 objects, showing an	counting up to 4	counting up to 4		
	to 10, counting up	counting up to 4	objects, showing an	interest in numbers in	objects, showing an	objects, showing an		
	to 4 objects,	objects, showing an	interest in numbers	the	interest in numbers	interest in numbers		
	showing an interest	interest in numbers	in the	environment/numbers	in the	in the		
	in numbers in the	in the	environment/number	of personal	environment/numbe	environment/numbe		
	environment/numb	environment/numbe	s of personal	significance	rs of personal	rs of personal		
	ers of personal	rs of personal	significance	Shows an interest in	significance	significance		
	significance	significance	Shows an interest in	shapes in the	Shows an interest in	Shows an interest in		
	Shows an interest	Shows an interest in	shapes in the	environment – can	shapes in the	shapes in the		
	in shapes in the environment – can	shapes in the environment – can	environment – can	name 2D shapes and	environment – can	environment – can		
	name 2D shapes	name 2D shapes	name 2D shapes and	create pictures using	name 2D shapes and create pictures	name 2D shapes and		
	and create pictures	and create pictures	create pictures using shapes	shapes	using shapes	create pictures using shapes		
	using shapes	using shapes	Snapes	(numbers to 20).	using snapes	Shapes		
	using snapes	using snapes	(Introduce numbers	(Hullibers to 20).	(numbers to 20, 3d	(numbers to 20 &		
			to 20).		shapes)	3D shapes)		
UW	Identifying	Use curious cube to	Use curious cube to	Use curious cube to	Use curious cube to	Use curious cube to		
	significant people in	look at different	look at different	look at different items	look at different	look at different		
	their own lives -	items linking to topic	items linking to topic	linking to topic	items linking to	items linking to topic		
	talking about their	(change weekly).	(change weekly).	(change weekly).	topic (change	(change weekly).		
	families and lives				weekly).			
	outside of school.							

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	Use curious cube to look at different	Tuff spot (outdoor) - match different	Tourist Teddy- send home with children	Tourist Teddy- send home with children to	Tourist Teddy- send home with children	Tourist Teddy- send home with children
	items linking to	clothes to the	to see their lives.	see their lives.	to see their lives.	to see their lives.
	topic (change weekly).	correct season.				
	Tourist Teddy- send	Tourist Teddy- send				
	home with children to see their lives.	home with children to see their lives.				
RE	Discovery RE – see	Discovery RE – see	Discovery RE – see	Discovery RE – see	Discovery RE – see	Discovery RE – see
	separate planning.	separate planning.	separate planning.	separate planning.	separate planning.	separate planning.
ICT	Access to	Access to	Access to	Access to	Access to	Access to
	lightbox/iPads.	lightbox/iPads.	lightbox/iPads.	lightbox/iPads.	lightbox/iPads.	lightbox/iPads.
EAD - Art	<ul> <li>Self-portraits</li> </ul>	Christmas cards for	Creating underwater	Dentist- make posters	Mask making,	Card making for
	<ul> <li>My first week</li> </ul>	families.	creatures	how to clean our	footprints.	Father's
	handprints*	Creating seasonal		teeth.		Day/Someone we
	<ul> <li>Making</li> </ul>	pictures/collages		Posters of people who		love.
	Halloween	Create poppy		help us.		Make
	decorations/pict	paintings.		Fire engine/police		postcards/passport.
	ures.			car/ambulance		
	•			collages.		
EAD - Music	Charanga:	Charanga:	Charanga:	Charanga:	Charanga:	Charanga:
	Singing nursery	Singing nursery	Singing nursery	Singing nursery	Singing nursery	Singing nursery
	rhymes	rhymes	rhymes	rhymes	rhymes	rhymes
Role play	Home	Create post office/post	Under the sea	Home corner-	Farm/zoo area.	Create beach area
suggestions:	corner/classroom-	box for cards from	themed.	doctors/vet surgery.		outside. Suitcases
	Halloween	friends to go to Santa.		Professional costumes		inside, check lists, to
	decorations.	Santa's workshop.		to be used		do lists.