

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-school theme	All About Us	History Makers	Travel the World	Britian through the Ages	Super Scientists	Our Wonderful World
Topic Title	When I grow up...	Once upon a time...	Let’s Explore!	Ready, Steady, Grow	Roar!	On the Beach
Enquiry Question	What will change as I grow?	Who lives in a castle?	What will Barnaby Bear see on his travels?	How is my food grown and harvested?	Who is this and what did she discover?	What will we see at the seaside?
Themes	All about me, families, homes, people who help us, life cycles, our bodies, healthy eating	Kings and Queens, castles, knights, dragons, traditional tales, celebrations	Animals and local habitats Animals and habitats from around the world	Farming and machinery past and present Plants, food, growing	Mary Anning, dinosaurs, fossils, animal features and their diet	Coasts, seaside, holidays, coastal habitats, maps, boats, pirates
Memorable Experience	Local area walk Key Worker Visitors	Theatre Trip Powderham Castle	Animal Visitor	Farm Visit	Dinosaur World	Seaside Trip
Key Texts	Sanderlings: Weeks 1-2: Who Are You? Weeks 3-4: Colour Monster Weeks 5-6: People Who Help Us (a range of Non-fiction books)	Sanderlings: Week 1: Little Red Riding Hood Week 2: Goldilocks & The 3 Bears Weeks 3 The Gingerbread Man Week 4: Cinderella Weeks 5-6: Zog	Sanderlings: Weeks 1-2: We’re Going on a Bear Hunt Weeks 3-4: Dear Zoo Weeks 5-6: Flip-Flap Safari, Flip-Flap Jungle books	Sanderlings: Weeks 1-2: Farmyard Hullabaloo Weeks 3-4: Farmer Duck Weeks 5-6: Jack and the Beanstalk	Sanderlings: Weeks 1-2: How to Spot a Dinosaur Weeks 3-4: A First Book of Dinosaurs Weeks 5-6: Stomp, Dinosaur, Stomp!	Sanderlings: Weeks 1-2: Look What I Found at the Seaside Weeks 3-4: Who Rules a Rockpool? Weeks 5-6: Sharing a Shell
	Sandpipers: Weeks 1-2: That’s Not My Name! Weeks 3-4: Colour Monster Weeks 5-6: When I Grow Up!	Sandpipers: Weeks 1-2: There is No Dragon in this Story Weeks 3-4: Look Inside: Castles Weeks 5-6: Zog	Sandpipers: Weeks 1-2: We’re Going on a Bear Hunt Weeks 3-4: Lots of Dots Weeks 5-6: 10 Reasons to Love a Lion	Sandpipers: Weeks 1-2: Look What I found on the Farm Weeks 3-4: Jasper’s Beanstalk Weeks 5-6: Luna Loves Gardening	Sandpipers: Weeks 1-2: If I Had a Dinosaur Weeks 3-4: My Small World Dinosaurs Weeks 5-6: Dear Dinosaur	Sandpipers: Weeks 1-2: Seaside Poems Weeks 3-4: Clem and Crab/Clean Up! Weeks 5-6: How Does a Lighthouse Work?
Literacy	Sanderlings: <u>2-year-olds:</u> Daily song and rhyme time  Daily story time in small groups – access to story sacks.  <u>3-4 year olds</u> Enjoy sharing stories with a familiar adult.  Daily rhyme time  Access to indoor/outdoor mark making – marks representing images/information Pre-writing shapes Recognising my name		Sanderlings: <u>2-year-olds:</u> Daily song and rhyme time  Daily story time in small groups – access to story sacks. Introducing new vocabulary  Opportunities for mark-making indoor/outdoor  <u>3-4 year olds</u> Enjoy sharing stories with a familiar adult.  Daily rhyme time  Introduction to RWI sounds for our school starters, Fred Games and Large frieze cards  Access to indoor/outdoor mark making – marks representing information Pre-writing shapes Recognising my name and begin to show an interest in representing the letters in my name		Sanderlings: <u>2-year-olds:</u> Daily song and rhyme time  Daily story time in small groups – access to story sacks. Introducing new vocabulary  Opportunities for mark-making indoor/outdoor  <u>3-4 year olds</u> Enjoy sharing stories with a familiar adult.  Daily rhyme time  Continue to practice single RWI sounds for our school starters – Introduction to RWI sounds for our school starters, Fred Games and Large frieze cards Emphasis on children being able to orally blend words when an adult segments it Access to indoor/outdoor mark making Pre-writing shapes Name writing, beginning to represent other letters for a range of words e.g. ‘m’ for mummy	
	Sandpipers: • RWI phonics daily input to develop phonological awareness					
	• Engage in extended conversations about stories, learning new vocabulary. • Write some or all of their name. • Write some letters accurately. •	• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing • Write some or all of their name. • Write some letters accurately.	• Develop a love for reading through daily story-time. • Re-tell simple stories. • Use our phonological skills to spell simple words. • Daily literacy focus • Access to mark-making resources both inside & outside	• Develop a love for reading through daily story-time. • Use our phonological skills to spell simple words/phrases • Create different types of texts e.g. fact files, instructions. • Explore rhyme, and other word groups. • Access to mark-making resources inside & outside.	• Develop a love for reading through daily story-time. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Begin to orally rehearse sentences prior to writing. • Re-read what they have written to check that it makes sense.	• Develop a love for reading through daily story-time. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Continue to explore and re-create different text types. • Re-read what they have written to check that it makes sense.

Maths	Sanderlings: <ul style="list-style-type: none"><li>Colours, matching and sorting (WR Comparison Units 1 &amp;2)</li><li>Number names, patterns, rhymes and songs (WR Counting Units 1&amp;2)</li></ul>	Sanderlings: <ul style="list-style-type: none"><li>Subitising 1,2,3 (WR Subitising Units 1 &amp;2, Counting Unit 3)</li><li>Patterns (WR Pattern Units 1, 2, 3)</li></ul>	Sanderlings: <ul style="list-style-type: none"><li>Numbers to 5 (WR Counting Unit 4, Subitising Unit 3 and 4, Counting Units 5 and 6)</li></ul>	Sanderlings: <ul style="list-style-type: none"><li>Positional Language</li><li>Height and Length</li><li>Mass</li><li>Capacity</li><li>2D and 3D shapes (WR Units Shape, Space, Measure Units 1-5)</li></ul>	Sanderlings: <ul style="list-style-type: none"><li>Numbers beyond 5</li><li>Patterns (WR Pattern Units 4, 5, 6)</li></ul>	Sanderlings: <ul style="list-style-type: none"><li>Numbers beyond 5</li><li>Composition and comparing numbers within 5 (WR Comparison Unit 3)</li><li>Number consolidation</li></ul>
	Sandpipers: <ul style="list-style-type: none"><li>Baseline Assess-ments</li><li>Match, sort, com- pare</li><li>Measure and Pat- terns</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>It’s me 1,2,3</li><li>Shape</li><li>Numbers to 5</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Alive in 5</li><li>Mass and Capacity</li><li>Growing 6,7, 8</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Length, height, time</li><li>Building 9 and 10</li><li>3D shapes</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Numbers to 20 and beyond</li><li>How many now?</li><li>Manipulate, compose and decompose</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Sharing and group- ing</li><li>Visualise, build and map</li><li>Make connections</li></ul>
Understanding the World	Sanderlings: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Observing seasonal changes</li><li>Exploring our bod- ies and senses</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Our Pre-School and local area</li><li>People that live in our community</li><li>People Who Help Us</li><li>Harvest</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Our own and family experiences (look- ing at photos)</li><li>Who am I? Explor- ing daily routines and interests</li><li>Growing and Changing</li></ul>	Sanderlings: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Observing seasonal changes</li><li>Exploring everyday materials</li><li>Exploring how differ- ent objects work</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Diwali</li><li>Hannukah</li><li>Christmas</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Our own and family experiences (look- ing at photos)</li><li>Who is in my fam- ily?</li><li>Exploring family photos</li><li>Traditions, tradi- tional tales</li><li>Castles, Queens, Kings</li><li>Exploring traditional toys and charac- ters</li></ul>	Sanderlings: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Observing seasonal changes</li><li>Animals and places from around the world (including lo- cal area)</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Chinese New Year</li><li>Exploring the local communities and our family</li><li>Exploring the world and discussing dif- ferences and simi- larities</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Local Area</li><li>Exploring memo- ries</li><li>Animals growing and changing over time</li></ul>	Sanderlings: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Observing seasonal changes</li><li>Growing seeds and taking care of plants</li><li>Where our food comes from</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Easter</li><li>Ramadan/Eid</li><li>Local area, farming links</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Exploring photos of the local area past and present</li><li>Exploring foods and machinery past and present</li><li>How a seed/plants changes over time</li></ul>	Sanderlings: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Observing seasonal changes</li><li>Taking care of ani- mals and local wild- life</li><li>Talking around the features of animals</li><li>Dinosaurs</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Discussing our role when looking after animals</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>How we change and grow over time (life cycles in ourselves and animals)</li><li>Dinosaurs</li></ul>	Sanderlings: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Observing seasonal changes</li><li>Taking care of ani- mals and the local environment</li><li>Exploring coastal animals and plant life</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Exploring the world and discussing dif- ferences and simi- larities</li><li>Discussing our role when looking after the local environ- ment and wildlife</li><li>Local area, costal environments</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Holidays past and present (referring to own experiences and experiences from texts seen)</li></ul>
	Sandpipers: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Autumn</li><li>Human Body</li><li>Senses</li><li>Growing</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>People that live in our community</li><li>People who help us</li><li>RE sessions: Crea- tion Story and Har- vest</li><li>Harvest Festival</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>How we have changed over time (linked to life cy- cles)</li></ul>	Sandpipers: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Autumn/Winter</li><li>Materials and struc- tures</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Bonfire Night</li><li>Diwali</li><li>Hannukah</li><li>Christmas</li><li>RE sessions: Nativ- ity</li><li>Communities past and present</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Kings and Queens</li><li>Traditional tales</li><li>Life in the past</li></ul>	Sandpipers: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Winter</li><li>Animals</li><li>Habitats</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Chinese New Year</li><li>RE sessions: Be- longing</li><li>Local Area</li><li>The World</li><li>Comparing cli- mates/countries</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>How animals change over time (lifecycles link)</li></ul>	Sandpipers: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Spring</li><li>Growing seeds/Planting</li><li>Where our food comes from</li><li>Healthy eating</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Ramadan/Eid</li><li>Local area and farming</li><li>RE sessions: Easter</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Farming/food in the past and now</li></ul>	Sandpipers: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Spring/Summer</li><li>Dinosaurs/Fossils</li><li>Animal features and diets</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Local area and wild- life</li><li>People who care for wildlife</li><li>Mary Anning</li><li>RE sessions: Special Places</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>How animals change over time (lifecycles link)</li><li>Mary Anning</li><li>The past (links to Dinosaurs and Mary Anning’s life)</li></ul>	Sandpipers: <u>The Natural World:</u> <ul style="list-style-type: none"><li>Summer</li><li>Being safe in the sun</li><li>Seaside habitats and animals</li><li>Taking care of the world</li><li>Healthy lifestyle</li></ul> <u>People, Culture &amp; Com- munities:</u> <ul style="list-style-type: none"><li>Seaside locations (including local ar- eas)</li><li>Lifeguards, RNLI</li><li>RE sessions: Spe- cial Stories</li></ul> <u>The Past &amp; Present:</u> <ul style="list-style-type: none"><li>Seaside holidays of the past and pre- sent</li></ul>
Expressive Arts and Design	Sanderlings: <ul style="list-style-type: none"><li>Daily Nursery rhyme opportunities</li><li>Start to make marks intentionally</li><li>Developing line drawing skills and giving meaning to marks</li><li>Explore paint using body parts, printing and with tools such as brushes</li><li>Explore a variety of materials to build structures including junk modelling</li><li>Role-play opportunities including domestic play, people who help us, traditional tales and celebrations</li></ul>		Sanderlings: <ul style="list-style-type: none"><li>Daily Nursery rhyme opportunities</li><li>Explore colour mixing with different mediums such as chalk, water colours, pastels</li><li>Use their imagination to explore materials and represent objects in a variety of ways including through small world and drawing</li><li>Manipulate moulding materials using a variety of tools and techniques</li><li>Role-play opportunities including recreating familiar stories, farms, animal habitats</li></ul>		Sanderlings: <ul style="list-style-type: none"><li>Daily Nursery rhyme opportunities</li><li>Explore different materials freely and begin to talk around their ideas and processes</li><li>Exploring joining materials and different structures through transient art and loose parts</li><li>Create closed shapes with continuous lines and begin to use these shapes to represent objects</li><li>Role-play opportunities including creating animal worlds and seaside holidays</li></ul>	
	Sandpipers: <ul style="list-style-type: none"><li>Daily nursery rhyme opportunities</li><li>Daily role-play op- portunities in the CP (home corner)</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Daily nursery rhyme opportunities</li><li>Daily role-play op- portunities in the CP (traditional tales,</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Daily nursery rhyme opportunities</li><li>Daily role-play op- portunities in the</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Daily nursery rhyme opportunities</li><li>Daily role-play op- portunities in the</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Daily nursery rhyme opportunities</li><li>Daily role-play oppor- tunities in the CP (ani- mal explorers)</li></ul>	Sandpipers: <ul style="list-style-type: none"><li>Daily nursery rhyme opportunities</li><li>Daily role-play op- portunities in the</li></ul>

	<ul style="list-style-type: none"><li>Weekly Sing-Up Music lesson Scheme</li></ul> Art Project: Developing accurate drawing and mark making skills (self-portraits)	<ul style="list-style-type: none"><li>celebrations, Christmas)</li><li>Weekly Sing-Up Music lesson Scheme</li></ul> DT Project: Exploring structures and joining techniques to create buildings (castles)	<ul style="list-style-type: none"><li>CP (animal explorers, safari, vets)</li><li>Weekly Sing-Up Music lesson Scheme</li><li>Art Project: Colour mixing watercolour habitats/animals painting</li></ul>	<ul style="list-style-type: none"><li>CP (garden centre/farm)</li><li>Weekly Sing-Up Music lesson Scheme</li><li>DT Project: Creating a picnic (knife and fork skills)</li></ul>	<ul style="list-style-type: none"><li>Weekly Sing-Up Music lesson Scheme</li><li>Art Project: Exploring textures/patterns through animal collage/clay</li></ul>	<ul style="list-style-type: none"><li>CP (beach, sea-side)</li><li>Weekly Sing-Up Music lesson Scheme</li><li>DT Project: Exploring simple mechanisms and making moving pictures</li></ul>
<b>The Prime Areas</b>  Physical Development  Communication & Language  Personal, Social & Emotional Development	Sanderlings: <b>PD -</b> Daily funky finger opportunities such as using tweezers, manipulating playdough and mark making opportunities Access to climbing equipment, bikes & trikes <b>C&amp;L -</b> 2 years olds: express needs through sounds/talk/actions, responds to name, understand and use simple words in context 3-4 year olds: follow simple instructions, repeat familiar words/phrases, express emotions and name them, listen to simple stories and nursery rhymes, describe objects and their properties <b>PSED -</b> Settling in to pre-school, establishing routines and boundaries. Ensure that children feel safe and happy through close positive relationships with staff. Key person introduced. Find ways to calm themselves, through being calmed and comforted by their key person establish their sense of self. Express preferences and decisions, they also try new things and start establishing their autonomy engage with others through gestures, gaze and talk Links with weekly Jigsaw sessions in circle time		Sanderlings: <b>PD -</b> Daily funky finger opportunities such as using tweezers, threading, manipulating playdough, puzzles, using a range of tools and mark making opportunities Access to climbing equipment, bikes & trikes <b>C&amp;L -</b> 2 years olds: recognise and point to objects, start to develop conversations, talk around simple emotions and needs 3-4 year olds: enjoy listening to longer stories, join in with familiar nursery rhymes and songs, ask simple questions, start and continue conversations with turn taking <b>PSED -</b> Identify simple emotions and how these will look and feel. Staff to model facial expressions for a range of emotions. develop friendships with other children safely explore emotions beyond their normal range through play and stories talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” Links with weekly Jigsaw sessions in circle time		Sanderlings: <b>PD -</b> Daily funky finger opportunities such as using tweezers, threading, manipulating playdough, puzzles, using a range of tools (including one-handed tools) and mark making opportunities Access to climbing equipment, bikes & trikes RWI begins for school starters, working on letter formation and name writing <b>C&amp;L -</b> 2 years olds: make themselves understood, develop pretend play, listen to simple stories, understand simple questions 3-4 year olds: ask and understand simple questions, use talk to organise play, follow more complex instructions, express point of view, can speak in sentences of 4-6 words <b>PSED -</b> Play with one or more other children, extending and elaborating play ideas Provide daily opportunities to play with new friends and engage in exciting, purposeful activities. Be increasingly able to talk about and manage their emotions. Develop their sense of responsibility and membership of a community – transition to school (school starters) Links with weekly Jigsaw sessions in circle time	
	Sandpipers: <b>PD -</b> <b>ARENA PE</b> EYFS FUNDAMENTALS EYFS GYMNASTICS Daily funky finger opportunities, dough disco, weekly access to bikes & trikes and climbing equipment <b>C&amp;L -</b> Use new learnt vocabulary around all about me, people, families and emotions Develop listening skills during adult-led learning Express needs to adults Engage in story times <b>PSED -</b> Weekly Jigsaw Sessions, Being Me in My World Focus around settling in, expectations and routines	Sandpipers: <b>PD -</b> <b>ARENA PE</b> EYFS FUNDAMENTALS EYFS GYMNASTICS Daily funky finger opportunities, dough disco, weekly access to bikes & trikes and climbing equipment <b>C&amp;L -</b> Use new learnt vocabulary around traditional tales, the past, castles, dragons, celebrations Responding to more complex instructions Ask how/why questions Retell stories <b>PSED -</b> Weekly Jigsaw sessions, Celebrating Differences Develop understanding of expectations, emotional regulation and cooperative play	Sandpipers: <b>PD -</b> <b>ARENA PE</b> EYFS GAMES DANCE Daily funky finger opportunities, dough disco, weekly access to bikes & trikes and climbing equipment <b>C&amp;L -</b> Use new learnt vocabulary around animals, habitats Develop confidence when speaking in front of peers and whole class Explore more complex sentence structures <b>PSED -</b> Weekly Jigsaw sessions, Dreams & Goals Develop cooperative play skills (sharing, turn taking etc.) Continue to develop emotional regulation strategies	Sandpipers: <b>PD -</b> <b>ARENA PE</b> EYFS GAMES DANCE Daily funky finger opportunities, dough disco, weekly access to bikes & trikes and climbing equipment <b>C&amp;L -</b> Use new learnt vocabulary around food, farming and plants Retell stories without visual aids Listen and focus for longer periods of times and to unfamiliar adults <b>PSED -</b> Weekly Jigsaw sessions, Healthy Me Focus on taking care of ourselves and others, hygiene, sleep, diet etc.	Sandpipers: <b>PD -</b> <b>ARENA PE</b> FUNDAMENTAL ATHLETICS DANCE Daily funky finger opportunities, dough disco, weekly access to bikes & trikes and climbing equipment <b>C&amp;L -</b> Use new learnt vocabulary around dinosaurs, animals Understand and use a range of questions when speaking Use talk to clearly link ideas and sequence their thoughts <b>PSED -</b> Weekly Jigsaw sessions, Relationships Develop strategies around resolving conflicts and being a good friend Develop more elaborate ideas in role play and narratives	Sandpipers: <b>PD -</b> <b>ARENA PE</b> FUNDAMENTAL ATHLETICS STRIKING & FIELDING Daily funky finger opportunities, dough disco, weekly access to bikes & trikes and climbing equipment <b>C&amp;L -</b> Use new learnt vocabulary around the seaside and caring for our planet Have more complex conversations with peers and adults with back-and-forth interactions To use a range of tenses correctly when speaking <b>PSED -</b> Weekly Jigsaw sessions, Changing Me Focus on transition and reflecting on their first year of school Continue to develop more complex communication skills with peers and adults