	Autumn Term		Spring Term		Summer Term	
	What's Hiding Underground?	Awesome Autumn	Sparkle and Ice	Tell me a tale	What is this Creature?	Commotion In the Ocean
	4 Days 6 Weeks	7 Weeks	6 Weeks	5 Weeks	3 weeks, 4 days, 2 weeks	7 Weeks, 2 Days
	Tuesday 2 nd September 2025 Friday 17 th October 2025 (Training Day 20 th October 2025)	Monday 3 rd November 2025 Friday 19 th December 2025	Monday 5 th January 2026 Friday 13 th February 2026	Monday 23 rd February 2026 Friday 27 th March 2026	Monday 13 th April 2026 Friday 22 nd May 2026 (May Day 4 th May)	Monday 1 st June 2026 Tuesday 21 st July 2026 (Training Days Wednesday 22 nd July 2026 Thursday 23 rd July 2026 Friday 24 th July 2026)
Special Dates/ Events	October – Black History Month	Bonfire Night 5 th November	Chinese New Year – 17 th Feb – 3 rd march	World Book Day 6 th March	School Trip to Nell Bank Wednesday 6 th May	Week 2 – sponsor event- Danceathon W/C 8th June
	Harvest – first Sunday in October.	Remembrance Day 11 th November	Safer Internet day 10 th February 2026	British Science Week 7 th – 16 th March		Eid-Ul-Adha 26-30tth May.
	Diwali 20 th October	Anti-bullying week W/C 10 th November Reception Nativity- 9/12/25 2pm Reception Nativity – 10/12/23 9.30am Christmas Carols in Church – 19 th December Christmas – 25 th December	Shrove Tuesday (Pancake Day) 17 th February	Holi Festival 4 th March Mothers Day 15 th March Eid-Al-Fitr 19/20 th March Easter – 5 th April		Father's Day 21 st June 2026

Role-Play/	Role play- Home corner	Role play – Percy's shed / Santa's	Role play – Camper/van/explorer.	Role play – Traditional tale cottage	Role play- Links the Nell Bank	Role play – Pirate role play / under
Occasions		Grotto		Three pig's construction site/ house	theme TBC	the sea
English	Books:	Books:	Books:	Books:	Books:	Books:
	Kissing Hand week 1	Non -fiction -Autumn Wk1	Here comes Jack Frost Wk1-2	Three Little Pigs Wk 1	Bog Baby WK 1-2	The Storm Whale Wk1 - 2
	The Acorn WK 2 & 3	The Leaf Thief Wk2-3		Goldilocks and the three	The Gruffalo WK 3- Wk4	The Commotion in the
			Iris and Isaac Wk3-4	bears Wk 2	(4days)	Ocean Wk3-4
	The Something Wk 4& 5	After the Storm WK4-5			NELL BANK TRIP —	
	Dunantin Coun Mile C. 7	The Netivity Chem. M/LC 7	The Great Explorer Wk5-6	Jack & the Beanstalk Wk 3	WEDNESDAY 6 th May	The Night Divetoe W/kF C
	Pumpkin Soup Wk 6 -7	The Nativity Story Wk6-7		The Gingerbread Man WK 4	Emily Brown and the Thing. Wk 5 + Wk6	The Night Pirates Wk5-6 Famous Pirates / Black
		Listen to and talk about	Listen to and talk about	The dingerbread Mail WK 4	Tillig. VVK 5 T VVKO	Beard – Pirate party
		stories to build familiarity	stories to build familiarity	Non-fiction texts –		15 th July -Dress up day
		and understanding.	and understanding.	Spring/Easter Wk5		, , ,
	Describes events in some				Listen to and talk about	
	detail.	Retell the story, once they	Retell the story, once they		stories to build familiarity	Non – fiction texts about
		have developed a deep	have developed a deep	Listen to and talk about	and understanding.	sea creatures. Wk7
	Engage in story times.	familiarity with the text;	familiarity with the text;	stories to build familiarity	Datall the stame area than	
	Listen to and talk about	some as exact repetition and some in their own	some as exact repetition and some in their own	and understanding.	Retell the story, once they have developed a deep	Listen to and talk about
	stories to build familiarity	words.	words.	Retell the story, once they	familiarity with the text;	stories to build familiarity
	and understanding.			have developed a deep	some as exact repetition	and understanding.
		Engage in non-fiction books.	Engage in non-fiction	familiarity with the text;	and some in their own	
	Retell the story, once they		books.	some as exact repetition	words.	Retell the story, once they
	have developed a deep	Listen to and talk about		and some in their own		have developed a deep
	familiarity with the text;	selected non-fiction to	Listen to and talk about	words.	Listen to and talk about	familiarity with the text;
	some as exact repetition	develop a deep familiarity	selected non-fiction to	Former in mon-fiction books	selected non-fiction to	some as exact repetition
	and some in their own words.	with new knowledge and vocabulary	develop a deep familiarity with new knowledge and	Engage in non-fiction books.	develop a deep familiarity with new knowledge and	and some in their own words.
	words.	vocabulaly	vocabulary	Listen to and talk about	vocabulary	words.
	Spell words by identifying	Spell words by identifying	1 5 5 a b a l a l	selected non-fiction to	- Country	Engage in non-fiction
	the sounds and then	the sounds and then writing		develop a deep familiarity	Demonstrate	books.
	writing the sound with	the sound with letter/s	Spell words by identifying	with new knowledge and	understanding of what	
	letter/s		the sounds and then	vocabulary	has been read to them by	

	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop	writing the sound with letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.	retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 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.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 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. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Write recognisable letters, most of which are correctly formed.
				sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be	poems and during role play Write recognisable letters, most of which are correctly
					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.

	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths
Maths	writte Rose Matris	white Rose Maths	white Rose Maths	wnite Rose Maths	white Rose Maths	White Rose Maths
	Getting to know you	It's me 1,2,3	Mass and capacity	Building 9 and 10	To 20 and beyond	Sharing and grouping
	(1wk and 4 days)	(1 week)	(1 week)	(3 weeks)	(2 weeks)	(2 weeks)
		1 more. 1 less, composition				
	Settling in, class routines,	of 1,2 and 3	Growing 6,7,8	Explore 3D shapes	How many now?	Visualise, build and map
	provision, where do things		(2 weeks)	(2 weeks)	(1 week)	(3 weeks)
	belong	Circles and Triangles				
	Backet control consumer	(1 week)	Length, height and time		Manipulate and compose	Make connections
	Match, sort and compare	Identify and name circles	(2 weeks)		(2 weeks)	(1 week)
	(2 weeks)	and triangles, compare				
	Match objects, match pictures and objects,	circles and triangles, shapes	Consolidation		Consolidation	Consolidation
	identify a set, sort objects	in the environment,	(4 days)		(4 days)	(4 days)
	to a type, explore sorting	describe position		Count of tooks a stinus and		
	techniques, create sorting	1,2,3,4,5		Count objects, actions and		
	rules, compare amounts	(2 weeks)	Count objects, actions	sounds.		
	Talk about measure and	Find 4 and 5, subitise 4 and	and sounds.	Compare numbers.	Link numerals and	
	patterns	5, represent 4 and 5, 1	una sounas.	Recite numbers past 5.	amounts: for example,	Count objects, actions and
	(2 weeks)	more, 1 less, composition of	Compare numbers.	Recite humbers past 5.	showing the right number	sounds.
	Compare size, compare	4 and 5, composition of 1-5		Say one number for each	of objects to match the	
	mass, compare capacity,	·	Recite numbers past 5.	item in order: 1, 2, 3, 4, 5.	numeral, up to 5.	Compare numbers.
	explore simple patterns,	Shapes with 4 sides		1,011,11,01,001,1,0,1,0.	,,	
	copy and continue simple	(1 week)	Say one number for each	Subitise	Experiment with their	Count beyond ten.
	patterns	Identify and name shapes	item in order: 1, 2, 3, 4, 5.	Link the number symbol	own symbols and marks as	
	Create simple patterns	with 4 sides, combine		(numeral) with its cardinal	well as numerals.	Understand position
		shapes with 4 sides, shapes	Subitise	number value	Count objects, actions	through words alone - for
	It's me 1,2,3	in the environment, my day			and sounds.	example, "The bag is under
	(1 week)	and night	Link the number symbol	Understand the 'one more		the table," – with no
	Find 1,2 and 3, subitise 1,2 and 3, represent 1,2, and 3		(numeral) with its	than/one less than'	Compare numbers.	pointing.
	and 3, represent 1,2, and 3	Alive in 5	cardinal number value	relationship between	·	
	Link numerals and	(2 weeks)		consecutive numbers.	Recite numbers past 5. •	Describe a familiar route.
	amounts: for example,	Link numerals and amounts:	Understand the 'one more		Say one number for each	
	showing the right number	for example, showing the	than/one less than'	Explore the composition of	item in order: 1, 2, 3, 4,	Discuss routes and
	of objects to match the	right number of objects to	relationship between	numbers to 10.	5.	locations, using words like
	numeral, up to 5.	match the numeral, up to 5.	consecutive numbers.			'in front of' and 'behind'.
	/ I	march the numeral, up 10 5.			Count beyond ten.	

		Explore the composition	Automatically recall		Continue, copy and create
Experiment with their	Experiment with their own	of numbers to 10.	number bonds for numbers	Understand the 'one	repeating patterns.
own symbols and marks as	symbols and marks as well		0-5 and some to 10.	more than/one less than'	
well as numerals.	as numerals	Automatically recall		relationship between	Make comparisons between
wen de namer die.	as namer als	number bonds for	Select, rotate and	consecutive numbers.	objects relating to size,
Count objects, actions	Count objects, actions and	numbers 0-5 and some to	manipulate shapes in order	Consecutive numbers.	length, weight and
and sounds.	sounds.	10.	to develop spatial reasoning	Explore the composition	capacity.
			skills.	of numbers to 10.	обравиту.
Compare numbers.	Compare numbers.	Compare quantities using			Begin to describe a
•		language: 'more than',	Talk about and explore 2D	Automatically recall	sequence of events, real or
Recite numbers past 5.	Say one number for each	'fewer than',	and 3D shapes (for	number bonds for	fictional, using words such
	item in order: 1, 2, 3, 4, 5.	•	example, circles,	numbers 0-5 and some to	as 'first', 'then'
Say one number for each		Make comparisons	rectangles, triangles and	10.	,
item in order: 1, 2, 3, 4, 5	Subitise	between objects relating	cuboids) using informal and		Compare length, weight
		to size, length, weight	mathematical language:	Select, rotate and	and capacity.
Develop fast recognition	Know that the last number	and capacity.	'sides', 'corners', 'straight',	manipulate shapes in	
of up to 3 objects,	reached when counting a	Compare length, weight	'flat', 'round'.	order to develop spatial	
without having to count	small set of objects tells	and capacity.		reasoning skills.	
them individually	you how many there are in		Select shapes	_	
('subitising').	total ('cardinal principle')		appropriately: flat surfaces	Compose and decompose	
			for building, a triangular	shapes so that children	
Know that the last	Show 'finger numbers' up to		prisms for a roof, etc.	recognise a shape can	
number reached when	5			have other shapes within	
counting a small set of			Combine shapes to make	it, just as numbers can.	
objects tells you how	Link the number symbol		new ones – an arch, a bigger		
many there are in total ('cardinal principle')	(numeral) with its cardinal		triangle, etc.		
(carainal principle)	number value				
Show 'finger numbers' up			Use informal language like		
to 5	Solve real world		'pointy', 'spotty', 'blobs', etc.		
10 5	mathematical problems				
Link the number symbol	with numbers up to 5				
(numeral) with its					
cardinal number value	Understand the 'one more				
car amar nampor vaido	than/one less than'				
Automatically recall	relationship between				
number bonds for	consecutive numbers				

	T	T		I		T
	numbers 0-5 and some to 10	Explore the composition of numbers to 10				
	Understand position through words alone - for example, "The bag is under the table," - with no pointing. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Notice and correct an error in a repeating pattern.	·				
	Continue, copy and create repeating patterns.					
	Make comparisons between objects relating to size, length, weight and capacity.					
Provision/ project activities Topic Links & Ideas	Friendship chains/ cutting skills. Developing routines/ expectations Exploring continuous provision. Learning how to use different areas.	Art/DT Autumn – tree rubbings in wax crayons. Observing changes in the seasons from summer to autumn. Autumn walk – observing changes in the environment.	Frozen blocks. Can you predict what could be inside? Exploring melting/ changes in the environment.	Art/ DT - Constructing 3 pigs houses – testing which is the strongest material and why? Making food in clay/ painting – moulding and manipulating materials Exploring the traditions of Easter.	Maths Feeding the monsters – Cereal boxes as monsters children add pom poms using tweezers- counting above 10.	Finding out about pirates – how they live, what they do etc. Famous Pirates – Black Beard Building pirate ships, making props to support pirate role play.

Emotions – matching	Using natural resources to	Observing changes in the	Observing changes in the	Add features to a monster	
emotions and feelings.	make pictures.	seasons from Autumn to	seasons from winter to	Different coloured	Pirate dress-up day.
emotions and reemigs.	make piecares.	winter.	spring.	playdough – Coping the	Creating treasure maps /
Underground animals	Creating models using tissue	Willie.	New life, baby animals, birds	pictures to create a	treasure hunts.
onderground animals	paper/ masks for different	Winter animals/ small	etc.	monster.	treasure mants.
Making characters from	woodland creatures –	world play.	Special religious places	Create a friend for the	Exploring maps - looking at
the story – The Acorn /	cutting skills.		Belonging to a group	Gruffalo design and make.	land, sea, rivers, different
role playing, how an acorn	Succession	Use a range of materials to	Delonging to a group	Build a house for the bog	countries.
grows.	Christmas decorations /	create a winter scene – a	Making props to retell	baby	countries.
B. 3 1131	cards.	wash of paint/ wax candle	stories in detail.	Rules for The Thing.	Exploring sea creatures –
Harvest - growing wheat,	- Ga. 43.	as resistance.	3531.63 11. 6.656111	How can you care for a	making 3D sea creatures.
making bread	Remembrance Day- Sir Tom		Jack and beanstalk –	creature?	Creating sea collages.
	Moore	Making Chinese food /	planting beans – observe	0.0000.01	or carring sea semages.
Sunflowers - seeds, birds		pancakes out of play-	growth & change – how do	Explore the different living	Finding out about whales.
Exploring the festival of	Talk about members of their	dough	we care for plants.	areas for a monster.	· ···a····B out about ·····a··os
Diwali - story of Rama &	immediate family and		The care for prairies		Looking at sea pollution –
Sita	community.	Trying Chinese food,	Building bridges/boats for	What makes a good	how to care for our oceans
	,	exploring how to use	the gingerbread man to get	helper?	
Talk about members of	Comment on images of	chopsticks.	across the river.	•	The creation stories
their immediate family	familiar situations in the	•		Explore the natural world	
and community.	past.	Creating Chinese money	Baking gingerbread men –	around them, making	Explore the natural world
,	Understand that some	envelopes.	explore ingredients/	observations and drawing	around them, making
Name and describe people	places are special to	·	observe changes.	pictures of animals and	observations and drawing
who are familiar to them.	members of their	Art- colour mixing and		plants.	pictures of animals and
	community.	using a range of tools.	Waterproof materials/ what	Know some similarities	plants.
Comment on images of	Recognise that people have		happens to the gingerbread	and differences between	
familiar situations in the	different beliefs and	Passover	man if he gets wet?	the natural world around	Know some similarities and
past.	celebrate special times in	Vaisakhi	Compare locations –	them and contrasting	differences between the
Explore the natural world	different ways.	Robert Scott	country & woods to town.	environments,	natural world around them
around them.		Matthew Henson			and contrasting
Describe what they see,	Compare and contrast	Understand that some		Safely use and explore a	environments,
hear and feel whilst	characters from stories,	places are special to	Recognise that people have	variety of materials, tools	Draw information from a
outside.	including figures from the	members of their	different beliefs and	and techniques,	simple map.
Understand the effect of	past	community.	celebrate special times in	experimenting with	
changing seasons on the		Recognise that people	different ways.	colour, design, texture,	Recognise some
natural world around	Explore the natural world	have different beliefs and		form and function.	environments that are
them	around them.	celebrate special times in	Explore the natural world		different to the one in
		different ways.	around them.		which they live

Explore, use and refine a	Describe what they see,			Share their creations,	Explain some similarities
variety of artistic effects to	hear and feel whilst outside.	Explore the natural world	Describe what they see,	explaining the process	and differences between
express their ideas and		around them.	hear and feel whilst outside.	they have used.	life in this country and life
feelings.	Understand the effect of				in other countries, drawing
Return to and build on	changing seasons on the	Describe what they see,	Recognise some similarities	Make use of props and	on knowledge from stories,
their previous learning,	natural world around them	hear and feel whilst	and differences between life	materials when role	non-fiction texts and (when
refining ideas and		outside.	in this country and life in	playing characters in	appropriate) maps.
developing their ability to	Explore, use and refine a		other countries	narratives and stories.	
represent them.	variety of artistic effects to	Recognise some			Safely use and explore a
	express their ideas and	similarities and differences	Explore, use and refine a		variety of materials, tools
Create collaboratively	feelings.	between life in this	variety of artistic effects to		and techniques,
sharing ideas, resources		country and life in other	express their ideas and		experimenting with colour,
and skills	Return to and build on their	countries	feelings.		design, texture, form and
	previous learning, refining				function.
Develop storylines in their	ideas and developing their	Recognise some	Return to and build on their		
pretend play.	ability to represent them.	environments that are	previous learning, refining		Share their creations,
		different to the one in	ideas and developing their		explaining the process they
	Create collaboratively	which they live	ability to represent them.		have used.
	sharing ideas, resources and				
	skills	Compare and contrast	Create collaboratively		Make use of props and
		characters from stories,	sharing ideas, resources and		materials when role playing
	Develop storylines in their	including figures from the	skills		characters in narratives and
	pretend play.	past			stories.
		Explore, use and refine a	Develop storylines in their		
	Sing in a group or on their	variety of artistic effects to	pretend play.		Invent, adapt and recount
	own, increasingly matching	express their ideas and			narratives and stories with
	the pitch and following the	feelings.	Sing in a group or on their		peers and their teacher.
	melody	Return to and build on	own, increasingly matching		
		their previous learning,	the pitch and following the		
		refining ideas and	melody		
		developing their ability to			
		represent them.	Understand some important		
		Create collaboratively	processes and changes in		
		sharing ideas, resources	the natural world around		
		and skills	them, including the seasons		
		Develop storylines in their	and changing states of		
		pretend play.	matter		

			Sing in a group or on their own, increasingly matching the pitch and following the melody	Invent, adapt and recount narratives and stories with peers and their teacher.		
MUD KITCHEN	Mud- Pots pans – Rules.	Mud- Autumn resources – Leaves and Sticks-	Ice blocks Glitter	Porridge / food Beans	Coloured water Leaves	Shells Corals
KIICHEN				Noodles	Flowers	Blue water
	ENHANCE- Pumpkins	ENHANCE- with pinecones,	ENHANCE- Frozen tea	Blossom	Glitter	
	butternut squash,	conkers, acorns	party	ENHANCE C-ff Davis	ENLIANCE Detice Medice	
			Frozen balloons Glowsticks	ENHANCE- Café Recipe- menu order forms	ENHANCE- Potion Making Design and make a potion	
Discreet	PSED /PSHE	PSED / PSHE	PSED / PSHE	PSED / PSHE	PSED / PSHE	PSED / PSHE
Subjects	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Growing and Changing	Being my Best
PE/ PSED	All about me	I'm special, you're special Same and different	What's safe to go in my body?	Looking after my special people	Seasons Life stages – Plants,	Bouncing back when things go wrong
	What makes me	Same and different families	Keeping my self safe	Looking after my friends	animals, humans	Yes, I can!
	special	Same and different homes	Safe indoors and outdoors	Being helpful at home and	Life Stages – Human Life	Healthy Eating
	Me and my special	I am caring	Listening to my feelings	caring for our classroom	stages – Who will I be?	My healthy mind
	people	I am a friend	Keeping safe online	Caring for our world	Where do babies come	Move your body
	Who can help me? My feelings		People who help to keep me safe	Looking after money	from?	A good night's sleep
	iviy reenings		me sale		Getting Bigger Me and my body – girls	
					and boys.	
		<u>PE</u>	<u>PE</u>	<u>PE</u>		
	<u>PE</u>	Ball Skills	Dance	Fundamentals	PE Games	<u>PE</u>
	Intro to PE - 2				Combine different	Gymnastics
		Combine different	Progress towards a more fluent style of moving,	Develop overall body-	movements with ease and	(Athletics for sports day
	Revise and refine the	movements with ease and fluency.	with developing control	strength, balance, co- ordination and agility.	fluency.	practice in provision / extra session)
	fundamental movement	nuency.	and grace.	ordination and aginty.		extra session)
	skills they have already acquired: - rolling -	Confidently and safely use a		Further develop and refine a	Confidently and safely use	Develop overall body-
	crawling - walking -	range of large and small	Combine different	range of ball skills including:	a range of large and small apparatus indoors and	strength, balance, co-
	jumping - running -	apparatus indoors and	movements with ease and	throwing, catching, kicking,	outside, alone and in a	ordination and agility.
	hopping - skipping –	outside, alone and in a	fluency.	passing, batting, and aiming	group.	Front and solve 1 C
	climbing.	group.	Develop overall body-			Further develop and refine a range of ball skills

	Progress towards a more fluent style of moving, with developing control	Develop overall body- strength, balance, co- ordination and agility.	strength, balance, co- ordination and agility	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Develop overall body- strength, balance, co- ordination and agility.	including: throwing, catching, kicking, passing, batting, and aiming
	and grace.				Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
R.E	Which places are special to members of our community? E.1	Why are some objects special? E.2	Who cares for me and how do I help others? E.3	Who belongs in my family and community? E.4	How do people celebrate special times? E.5	How do we understand and care for the world? E.6