



Planning is flexible and will be adapted to children's interests, needs and assessments. Religious and cultural learning is taught through Understanding the World, including People, Culture and Communities.

Curriculum Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What makes me special?	What is a celebration?	What makes a good pet?	Can we be storytellers too?	What makes a mini beast special?	Who helps us and keeps us safe?
Lines of Enquiry	Starting school; families; feelings; senses; likes/dislikes; friendships; belonging.	Birthdays; light and dark; Diwali; Christmas; family traditions; giving and sharing.	Pets; animal care; basic needs; responsibility; similarities and differences.	Traditional tales; story language; characters; settings; homes and materials.	Minibeasts; habitats; life cycles; looking closely; caring for living things.	People who help us; community jobs; keeping safe; shops; transition to Year 1.
Key Texts	Starting School; Owl Babies; Super Duper You; Rosie's Walk; So Much; All Are Welcome; The Colour Monster Goes to School.	Kipper's Birthday; So Much; The Christmas Nativity Story; Little Glow; Look Up!	I'm Thinking of a Pet; How to Look After Your Dinosaur; That's Not My Dog...	Goldilocks; The Three Little Pigs; Little Red Riding Hood; The Gingerbread Man; The Lion's Drum; Handa's Surprise; Mama Panya's Pancakes.	Mad About Minibeasts; Superworm; The Very Hungry Caterpillar; Flip Flap Minibeasts; Minibeasts.	The Building Boy; On Sudden Hill; Somebody Swallowed Stanley; You Choose; The Rainbow Fish.
Planned Oracy Opportunities	Talk partners; sharing about families and feelings; home corner and school role-play; retelling at the story station	Discuss and compare celebrations; Nativity performance; celebration role-play in the home corner; storytelling with props.	Ask questions about pets; explain what animals need; vets and pet-shop role-play; pet stories and puppets.	Retell and adapt traditional tales; story station, puppet theatre and small-world play; perform using story language.	Describe, compare and question during investigations; bug-lab role-play; share findings and facts at the story station.	Interview visitors; recount trips and experiences; shops and emergency-services role-play; discuss safety and transition to Year 1.
Phonics	Twinkl Level 1 recap Weeks 1-3; Level 2 from Week 4.	Twinkl Level 2 continued and consolidated.	Twinkl Level 3.	Twinkl Level 3 to Level 4 transition.	Twinkl Level 4.	Twinkl Level 4 recap and extend.
Maths	Baseline; subitising; matching; comparing; early counting.	Number composition; subitising; pattern.	Composition to 10; part-whole; 1 more/less.	Number bonds; doubling; sharing.	Doubling; halving; grouping; spatial reasoning.	Spatial patterning; problem solving; recap composition.
Writing	Name writing; mark making, initial sound letter formation; oral sentence building; labels for more able.	Name writing; initial sound letter formation; oral sentence building CVC words; captions ; writing for a purpose	Name writing; letter formation , dictated captions, dictated simple sentences for more able	Sequencing and retelling using drawings, labels and simple captions/sentences.	Different genre writing using key vocabulary; descriptive writing.	Different genre writing using key vocabulary; preparing for Year 1 writing expectations.
Subject Focus	PSED: relationships and routines. CL: listening and talk routines. PD: fine motor/self-care. UW: families and homes.	PSED: emotions. EAD: materials and celebration crafts. CL: retelling and descriptive language. UW: traditions.	UW: animal care and habitats. CL: questioning and pet vocabulary. PD: fine motor routines. PSED: empathy and responsibility.	EAD: re-enactment and music. CL: sequencing/story structure. PD: story movement. UW: homes and materials.	UW: life cycles and insect features. PD: minibeast movement/fine motor. CL: comparing/describing. EAD: minibeast models	UW: places, buildings and community. PD: team tasks. CL: recount and opinion language. PSED: transition and collaboration.
Understanding the World including People, Culture and Communities	Families; homes; similarities and differences; school community; where I live.	Celebrations, light, sound, family traditions, Diwali, Christmas and special times.	Animals, pets, caring for living things, habitats and responsibility.	Stories from different cultures; homes; materials; comparing old and new tales.	Natural world; habitats; life cycles; caring for minibeasts and the environment.	Local community; shops; emergency services; school staff; keeping safe; transition.
Science Enquiry	What makes me unique? Body parts, senses, similarities and differences.	How do we celebrate with light and sound? Candles, shadows and sound makers.	What do pets need to stay healthy? Basic needs of animals and humans.	What materials are best for building? Testing and comparing materials.	What do minibeasts need to survive? Habitats and life cycles.	How can we care for our world? Materials, recycling and environmental change.

Curriculum Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural Capital / Curriculum Enrichment	Stay and Play: Early Writing and Mark-Making – exploring drawing, name writing, family pictures and meaningful marks All About Me and My Family – families are invited to share photographs, traditions, interests or special objects that help children celebrate who they are and what makes each family unique	Stay and Play: Cosy Stories and Biscuits – enjoying stories together, talking about pictures and joining in with familiar phrases Diwali Day with Mrs Patel Nativity performance Pantomime at the Mercury Theatre	Stay and Play: Writing Together – making pet labels, lists, cards and simple messages for a shared purpose Travelling Zoo visit Making cheese biscuits for Dotty the dog to try Chinese New Year Day , including food and celebrations	Stay and Play: Oral Language and Communication – developing vocabulary, retelling traditional stories and using puppets and role-play Library bus visit or Tom the Storyteller from Essex Libraries Mother's Day Tea Party , including making sandwiches Early Years Staff put on Traditional story Panto for children	Stay and Play: Sharing Books at Home – sharing minibeast stories and information books, talking about pictures and asking questions Minibeast Ball Gemma's Farm whole-school visit	Stay and Play: Environmental Print – Print is Everywhere – exploring signs, labels, maps, shop packaging and emergency-service print within the local community Little City Visit to local shops in our community Police, Fire service and paramedic and ambulance visit Parents invited to share their occupations Father's Day Breakfast or Picnic – children helping to prepare food, make cards and welcome their guests
Role-play & Provision	Permanent home corner with family/school routine enhancements; outdoor house: school office or family role play.	Permanent home corner with celebration additions; outdoor house: party shop, post office or Christmas workshop.	Permanent home corner with pet-care additions; outdoor house: vets, pet shop or animal rescue.	Permanent home corner with story props; outdoor house: story cottage, builders' yard or puppet theatre.	Permanent home corner with garden/minibeast additions; outdoor house: bug lab, garden center or investigation station.	Permanent home corner with community-helper additions; outdoor house: shop, emergency services or recycling center.
Cooking	Autumn leaf biscuits	Festive cake	Cheese biscuit treats for Dotty the dog	Gingerbread men.	Snail pizza pinwheels	Flatbread faces; mini salad pots.
Diversity and Representation Texts	All Are Welcome; So Much; The Great Big Book of Families; texts showing identity, belonging and different families.	Little Glow; Look Up!; texts showing different celebrations, cultures and family traditions.	Pet and animal texts plus stories showing empathy, responsibility and different family experiences.	Traditional tales from different cultures, including Handa's Surprise, The Lion's Drum and Mama Panya's Pancakes.	Nature texts showing care, curiosity and respect for living things and the world around us.	Community and transition texts showing collaboration, fairness, friendship and caring for the wider world.
British Values / PSHE Links	Mutual respect; class rules; belonging; sharing; listening to others.	Tolerance and respect for different traditions; kindness; turn-taking; celebration choices.	Responsibility; caring for living things; empathy; making safe choices.	Rule of law through story rules/fairness; cooperation; listening to different ideas.	Respect for living things; teamwork; taking turns; caring for the environment.	Community responsibility; keeping safe; helping others; democracy through choices and voting.
PE / Outdoor Physical Development Focus	Safe movement, space, stopping, starting, climbing and balancing.	Travelling, balance, coordination, bikes/scooters, pushing and pulling.	Ball skills, aiming, kicking, throwing, catching and partner work.	Strength, stamina, agility, jumping, landing and running.	Team games, relays, obstacles, cooperation and rules.	Combining skills, independence, safe risk-taking and Sports Day.
Characteristics of Effective Teaching and Learning	P&E: explore, settle and have a go. AL: join in and build short focus. C&TC: make simple choices.	P&E: try new areas and resources. AL: keep trying and celebrate success. C&TC: make links in play.	P&E: explore through questions. AL: concentrate on challenges. C&TC: test ideas and explain choices.	P&E: retell and adapt stories. AL: persist with tasks. C&TC: solve problems in different ways.	P&E: investigate outdoors. AL: notice, compare and persevere. C&TC: predict, test and review.	P&E: lead own play and ideas. AL: collaborate and reflect. C&TC: plan, adapt and show Year 1 readiness.
By the end of this half term, children will know...	...that they are unique but also share things in common with others; that families and homes can look different; that they belong to their class and school community; that trusted adults help and keep them safe; and that they can talk about their feelings, likes and dislikes.	...that people celebrate special times in different ways; that some celebrations are linked to families, cultures and beliefs; that light and sound can be part of celebrations; that people may have different traditions; and that kindness, giving and sharing can make others feel valued.	...that people celebrate special times in different ways; that some celebrations are linked to families, cultures and beliefs; that light and sound can be part of celebrations; that people may have different traditions; and that kindness, giving and sharing can make others feel valued.	...that stories have characters, settings and events; that traditional tales often have repeated language, familiar story patterns and problems to solve; that stories can come from different cultures; that homes can be made from different materials; and that materials have different properties and uses.	...that minibeasts are living things; that they live in different habitats and have different features; that some minibeasts change as they grow; that living things need suitable places, food and care; and that we should handle creatures and their habitats respectfully.	...that people have different jobs which help the community; that shops, emergency services and school staff help people in different ways; that there are adults they can ask for help; that they can make choices to keep themselves and others safe; and that they are ready to move on to Year 1.

