

All areas of learning are interconnected and not all learning has a predetermined outcome.

Learning in Little acorns can take us to many places as we follow children's interests but here are the possible themes we will follow:

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Timings:	Tues 6th Sept-Fri 21st Oct (7 wks)	Tues 1st Nov-Thu 15th Dec (7 wks)	Tues 3rd Jan-Fri 10 th Feb (6 wks)	Mon 20 th Feb-Fri 31 st March (6 wks)	Mon 17 th Apr-Fri 26th May (6 wks)	Mon 5th Jun-Fri 21st July(7 wks)
Topics/themes	Magical Me Settling In/New School Autumn	Festivals Autumn Christmas	Superheroes People Who Help Us Cold environments Winter	Growing up Babies, generations Health (inc. oral health) Early Spring	Traditional Tales Spring Life Cycles - butterflies, beans, sunflowers	Commotion in the Ocean Hot environments Summer
Diary Dates: Take place in holidays	Harvest Celebration 24 th Diwali 31 st Oct-Halloween	5 th Nov-Bonfire Night 11 th Nov - Remembrance Day 13 th -17 th Nov – World Nursery Rhyme Week w/c 5 th Dec – Christmas performances	22 nd Jan - Chinese New Year (Year of the Rabbit) w/c 6 th Feb – Children's Mental Health Week 14 th Feb – Valentine's Day	21st Feb – Shrove Tues 2nd March – World Book Day 19th March – Mother's Day 7th April – Good Friday 9th Apr – Easter Sun 10th Apr – Easter Mon	23rd April – St George's Day 1st & 8th - Bank Holidays May 6th – King's Coronation	18 th June - Father's Day Sports week Transition
PSED	Feeling welcome and making new friends Knowing how to make friends Following the schools and class rules Recognise and identify feelings	Learn about differences Including everybody Being a kind friend and looking after others Being a good friend	Developing a positive attitude Achieving own goals Working as part of a team Helping others achieve their goals	Making healthy choices Eating a healthy balanced diet Keeping physically active Keeping ourselves safe	Solving friendship problems Helping others feel part of a group Treating others with respect Helping themselves and others when they feel upset Good relationships	Express feelings about change Understanding change in ourselves and others Asking for help when worried Looking forward to change
	Ongoing: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene					
Physical Development - PE sessions	Introducing PE and Real PE – Unit 1 Co-ordination and one-legged balance. Listening to and Following instructions.. Importance of Exercise.		Real PE – Units 2 and 3 Jumping and Landing Seated static balance Exploring static and dynamic balance		Real PE – Unit 4 and outdoor athletics Ball skills Counter balance Games / Team Games. Sports Week events.	

<p>Ongoing gross and fine motor skills</p>	<p>Ongoing skill development: develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently eg. pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Fine motor skills are the small movements used for control and precision during activities.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility. develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		
<p>C&L</p>	<p>Listening and responding to others 1:1, in small groups and whole class.</p> <p>Enjoy listening to stories and can remember what happens. Retell main parts of a story.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Join in with repeated refrains and anticipate key events and phases in stories or rhymes.</p> <p>Sing a large repertoire of songs e.g. nursery rhymes or numbers songs.</p> <p>Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences.</p> <p>Follow instructions with 1- 2 parts in familiar situations Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important.</p> <p>Develop the use of social phrases e.g. 'Good Morning!' Use intonation to make meaning clear to others. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event. Recognise words that rhyme or sound similar E.g. "Cat and hat</p>	<p>Listen attentively in a range of situations and know how to listen carefully</p> <p>Make predictions about what might happen next or story endings in response to texts read. Link events in a story to their own experiences. Begin to use past tense verbs, such as "ran" or "fell" correctly. Recount events that happen in their day. Offer explanations for why things happen.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Understand 'how', 'why' and 'where' questions</p>	<p>Recount an event in the correct order and some detail. Articulate their ideas, feelings and experiences clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top". Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner" Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p> <p>Articulate and create an imaginary story of their own in play or in writing.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.</p> <p>Retell a story with some exact repetition and in their own words.</p> <p>Carry out a series of 3 directions.</p>
<p>Ongoing C&L</p>	<p>Engage in stories that are familiar and new with interest and enjoyment. Learn new rhymes, poems, and songs. Engage in non-fiction books.</p>		

	<p>Listen attentively in a range of situations and know how to listen carefully. Understand why listening is important. Listen attentively and respond to what they hear with relevant questions, comments, or actions sometimes whilst busy with another task. Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Respond to others appropriately in play, play co-operatively and can pretend to be someone else talking. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Introduce a storyline into their play</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations.</p> <p>Start a conversation with peers and familiar adults and continue it for many turns.</p>		
<p>Literacy</p>	<p>Understands that thoughts and stories can be written down. Aware that writing communicates meaning. Give meaning to marks they make. Write their name copying it from a name card or try to write it from memory. Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words</p> <p>Use appropriate letters for initial sounds</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Form letters from their name correctly.</p> <p>Recognise that after a word there is a space.</p> <p>Show a dominant hand. Begin to form some recognisable letters. Holds a pencil effectively to form recognisable letters.</p> <p>Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Explain in simple terms what is happening in a picture in a familiar story.</p>	<p>Build words using known letter-sound correspondences in own writing. Use familiar words in their writing. Orally compose a simple sentence/caption and hold it in memory before attempting to write it. Write from left to right and top to bottom. Know how to form clear ascenders and descenders. Begin to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Retell stories in the correct sequence, draw on language patterns of stories. Correctly sequence a story or event using pictures and/or captions</p>	<p>Show awareness of the different audience for writing. Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p>

	Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.		
Ongoing literacy	Use writing in play. Play is influenced by experience of books (small world, role play) - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Show understanding of some words and phrases in a story that is read aloud to them. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Enjoy joining in with rhyme, songs and poems. Complete a repeated refrain in a familiar rhyme, story		
Phonics	Phase 1 and 2 from Little Wandle Letters and Sounds Revised	Phase 2 and 3 from Little Wandle Letters and Sounds Revised	Phase 3 and 4 from Little Wandle Letters and Sounds Revised
Maths	<p style="text-align: center;">White Rose Maths</p> <p>Just like me! Matching and sorting Compare amounts Compare size Mass & capacity Exploring pattern</p> <p>It's me 1, 2, 3! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles Positional Language</p> <p>Light & dark Representing 4 and 5 Comparing 4 and 5 Composition of 4 and 5 One more one less Shapes with 4 sides Time</p>	<p style="text-align: center;">White Rose Maths</p> <p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity</p> <p>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time</p> <p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p>	<p style="text-align: center;">White Rose Maths</p> <p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning - Match, rotate, manipulate</p> <p>First, then, now Adding more Taking away Spatial reasoning - Compose and decompose with shapes</p> <p>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning - Visualise and build</p> <p>On the move Deepening understanding Patterns & relationships Spatial mapping</p>
Ongoing maths	Count objects, actions, and sounds. Link the number symbol with its cardinal number value Count beyond ten. Compare numbers. Subitise up to 5. Number formation		
Understanding the World themes/topics	Families – differences and similarities Our School – finding our way around	People who help us – important people in our community Growing up and staying healthy	Life cycles Summer Hot environments

	<p>Festivals – traditional festivals, celebrations and events. Festivals from other cultures.</p> <p>Autumn</p>	<p>Cold Environments – contrasting environment to Ripponden (animals and landscape)</p> <p>Chinese New Year – festival from other cultures</p> <p>Winter</p> <p>Early Spring</p>	<p>transport</p>
Knowledge and Understanding of the World			
<p>Science</p>	<p>Autumn – seasonal changes Looking at plants/trees/shrubs. What do we notice? Colours, seeds and leaves falling off, dying. Weather – change and clothing Birds and animals in our environment – hibernation and migration</p>	<p>Winter – seasonal changes What do we notice about trees/shrubs/plants? Have all the trees lost their leaves? What about the shrubs and bushes? Weather – change and clothing Where are all the butterflies and bees?</p> <p>Seasonal Changes – Spring What do we notice about trees/shrubs/plants? New growth, colour, flowers, buds Weather – changes and clothing Birds and animals – more active</p> <p>Animals (including humans) – linked to PSED Staying healthy and looking after ourselves Eg personal hygiene, personal safety, wellbeing: toothbrushing, road safety, screen time, sleep routine, healthy eating, physical exercise.</p> <p>Living things and habitats - Recognise some environments that are different to the one in which they live. Animals and plants that live in cold climates eg. polar bears and penguins in Arctic and Antarctica. Weather in cold climates</p>	<p>Seasonal Changes – Spring Insects start to appear Young animals are born</p> <p>Animals (including humans) Names of some young animals Young animals - grow quickly and change Life cycles (plants and animals)</p> <p>Seasonal Changes – Summer How have the plants and trees changed over the seasons? Do they look the same in Summer as Autumn/winter? Weather – changes and clothing</p> <p>Living things and habitats - Recognise some environments that are different to the one in which they live. Animals and plants that live in hot climates eg. camels, meerkats, cacti Weather in hot climates</p>
	<p>Everyday Materials Names of some everyday materials: wood, plastic, paper, fabric, metal, cardboard, glass – link to recycling and looking after our environment Some properties: shiny, hard, rough, smooth, soft, bendy, stiff. What can you do with them? cut, tear, scrunch, paint, pull, drop, fold, stand on Everyday objects are often made of these materials: lego, scissors, jumpers, books, windows, spoons</p> <p>Animals (including humans) Learn the names of body parts Use our senses (and know which ones we are using) when exploring and observing the natural world, physical processes and our environment.</p>		

	Physical processes/change of state Observed and discussed through naturally occurring opportunities eg. ice forming then melting, evaporation, condensation, wind resistance, shadows Other processes to be included (magnetism, friction, gravity) in planned experiences across the year.		
Past and Present	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Ongoing through texts eg: Burglar Bill, Peepo, Shirley Hughes stories, Jack and the Beanstalk		
	Families Significant individuals: Who is in their family? Significant events: Talk about experiences they have had as a family (celebrations, holidays, births) Significant events: birthdays, Christmas, Diwali, Bonfire Night, Halloween Significant historical events: Remembrance Day	Growing Up Events within Living Memory: Personal Timelines	Lifecycles – How things change Significant individuals – The King and his Coronation
Ongoing chronological skills	That times passes in sequential order; visual daily timetable, daily routine, days of the week, months and seasons That there are key words/vocabulary associated with the passage of time; past tense verbs, before/after, language to order sequentially – first, next, last That the passage of time changes all living things and the world around us; Human growth, things which are the same/different over time, living things change over time, life-cycles That events/celebrations take place at specific points of the year every year: personal events, family events, community/national/global events We need to change what we do/wear in response to the passage of time; dress and act in different ways throughout different seasons to stay safe and comfortable		
People, culture and communities	Families and familiar people: similarities and differences Families celebrate in different ways Different family traditions Know that some people celebrate Diwali Know that some people celebrate Christmas	People in the Local Community – roles and responsibilities Know that Christians celebrate Easter, Know that some people celebrate the Lunar New Year	Know there are different countries/cultures in the world and talk about the differences they have experienced or seen in books and photos.
Expressive Arts and Design	Self portraits – drawing and painting. Observational drawings: Autumnal natural objects. Exploring the transient art of Andy Goldsworthy and James Blunt.	Observational drawings: Winter scenes and natural phenomena (ice crystals, snow flakes) Exploring texture through landscape collage (land, sea, polar regions) Chinese New Year – lanterns, fans and lettering	Observational drawings: growing plants, mini-beasts. Exploring colour in hot landscapes and seascapes.

	<p>Mixing colours and exploring textures. Exploring the art of Kandinsky and Piet Mondrian. Linking colours to festivals Christmas decorations Divas.</p>	<p>Observational drawings: early spring flowers Vegetable printing</p>	
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			

