



Warton Nethersole's CE Primary School

Phone: 01827 894182 Email: admin@warton.heartwoodmat.co.uk

Seedlings (Acorns)

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Vision & Values	Value	Love	Respect	Community	Thankfulness	Forgiveness	Trust
	Understanding the World- People & Communities (RE)	Similarities and differences between themselves and others	Showing curiosity about people, and stories about people.			Enjoys and engages with stories about others.	Listening to stories from a range of cultures.
	PSED (PSHE)	Spending time with, and interacting with, other children. Exploring positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words.	Asserting own ideas and finding out the ideas of others. Talking about and sharing own likes and dislikes.	Imitating those around them. Becoming aware of the feelings of others and beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement	Understanding that other people have perspectives, ideas and needs that are different to theirs.	Experimenting with what their bodies can do through setting themselves physical challenges. Seeking comfort from familiar adults when needed and distracts themselves with a comfort object when upset.	Knowing their own name, their preferences and interests and is becoming aware of their unique abilities.
Literacy (English)	Key Texts	The Tiger Who Came to Tea We are Family Guess How Much I Love You	Busy People: Police Busy People: Firefighter Busy People: Doctor	Music is in Everything Very Hungry Caterpillar Wild Symphony	The Ugly Ducking Polar Bear Polar Bear	Billy Goat's Gruff Wow, said the Owl Rosie's Walk	Sounds all around Busy Town



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	Reading	Listening to rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.	Recognising familiar logos from children's popular culture, commercial print or icons for apps.	Joining in with actions and sounds in familiar songs and book sharing experience.	Being interested in and anticipating books and rhymes and may have favourites.	Enjoying rhymes and demonstrating listening by trying to join in with actions or vocalisations.	Playing with sounds, songs and rhymes.
	Writing	Understanding the cause and effect of their actions in mark making.		Knowing that the marks they make are of value.		Enjoying the sensory experience of making marks.	
STEM	Maths	Comparison		Spatial awareness	Comparison		Spatial awareness
		Counting		Shape	Counting		Shape
		Cardinality			Cardinality		
	Understanding the World- The World (Science)	Showing a curiosity about animals.		Exploring their senses.		Exploring new and familiar experiences in nature: grass, mud, puddles, plants, animal life.	
	Understanding the World- Technology (Computing)	Matching parts of objects that fit together. Water play to investigate "low technology" such as washing and cleaning. Exploring toys and resources with flaps, buttons, levers, etc.					
Humanities	Understanding the World- People & Communities (History)	Shows interest in themselves and their families.		Gaining an awareness of time i.e. yesterday and tomorrow.		Using past and present tense when speaking.	



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	Understanding the World- The World (Geography)	Identifying where familiar objects are located.		Talking about different places using pictures and photographs.		Noticing and talking about detailed features in their environment.	
	Physical Development (PE)	Using both hands simultaneously with each hand operating independently.	Making connections between hand movements and mark making	Moving body to music. Finger action songs.	Exploring different ways of moving.	Jumping. Beginning to dress independently.	Using full hand grasp when mark making. Beginning to show self-care skills.
The Arts	Expressive Arts and Design- Creating with Materials (Art & DT)	Exploring and experimenting with a range of media.		Exploring a range of tools and materials.		Constructing with a range of materials.	
	Expressive Arts and Design- Being Imaginative & Expressive (Music)	Making sounds with voice during play.		Exploring a range of songs and instruments.		Creating sounds with a range of objects, instruments and vocalisations.	
CL	Communication & Language	Following routines. Talking about people who are familiar to them.	Naming objects. Using different types of everyday words (nouns, verbs and adjectives)	Engaging with rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.	Listening to and joining in with rhymes through actions or vocalisations. Speaking in longer sentences.	Playing with sounds, songs and rhymes.	Understanding who, what, where in simple questions.