



Sherwood Overview

2025-2026

	Autumn 1 Wonderful Me!	Autumn 2 Toys, Toys and More Toys!	Spring 1 Real Life Superheroes	Spring 2 Once Upon A Time...	Summer 1 Growing	Summer 2 We're going on a Safari!
Literacy	Colour monster The Lion inside Ruby's Worries Milo's Monster The Weather Monster	Toys in Space Clangers The Jolly Christmas Postman The Toy Shop Dogger	A super Hero Like You Jack and The Flum Flum Tree Real Superheroes there's a superhero in your book Burglar Bill	The Gingerbread Man The Three Little Pigs Cinderella Chicken Licken	How to Grow a Dinosaur A seed in Need The Land Before Time	Handa's Surprise We're Going on a Lion Hunt
Understanding of The World	<u>People, Culture and Communities</u> _Ourselves – differences and similarities <i>-Talk about members of their immediate family and community. -Name and describe people who are familiar to them.</i>	<u>The Natural World</u> - Seasons- Autumn/Winter <i>-Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them.</i>	<u>The Natural World</u> Materials and Healthy eating. <i>-Describe what they see, hear and feel whilst outside. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>	<u>The Natural World</u> - Seasons- Spring/ Summer <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>	<u>The Natural World</u> Plants <i>-Explore the natural world around them, making observations and drawing pictures of animals and plants</i>	<u>The Natural World</u> Animals <i>-Explore the natural world around them, making observations and drawing pictures of animals and plants</i>
	<u>Past and Present</u> – How have I changed since I was a baby? <i>-Comment on images of familiar situations in the past.</i>	<u>Past and Present</u> Toys from the past <i>-Compare and contrast characters from stories, including figures from the past.</i>	<u>Past and Present</u> people who help us <i>Talk about the lives of people around them and their roles in society</i>		<u>People, Culture and Communities</u> What is a map? Where do we live? <i>-Draw information from a simple map.</i>	<u>People, Culture and Communities</u> Africa - Kenya <i>-Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</i>
	<u>RE- Special times:</u> How and why do we celebrate? What times are special to different people and why? <i>-Recognise that people have different beliefs and celebrate special times in different ways.</i>		<u>RE- Special stories:</u> Why are some stories special? What special messages can we learn from stories? <i>-Compare and contrast characters from stories, including figures from the past.</i>		<u>RE- Special places:</u> What buildings and places are special to different people? OR What is special about our world? <i>-Understand that some places are special to members of their community. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i>	

<p>Mathematics</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <ul style="list-style-type: none"> - identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - spot smaller numbers 'hiding' inside larger numbers 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. -continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <ul style="list-style-type: none"> - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 	
<p>PSED</p>	<p>Building security, routines, and a sense of belonging</p> <p>Getting to know adults and peers, Classroom rules and routines & Feelings and emotions</p>	<p>Emotional awareness and early self-regulation</p> <p>Recognising emotions in self and others</p> <p>Right and wrong</p> <p>Managing simple conflicts</p>	<p>Managing self and developing confidence</p> <p>Trying new things, Personal hygiene & Making choices</p>	<p>Playing and working with others</p> <p>Friendships, Turn-taking and sharing & Resolving conflicts</p>	<p>Self-regulation and emotional control</p> <p>Coping strategies</p> <p>Perseverance</p> <p>Understanding big emotions</p>	<p>Preparing for Year 1 and reflecting</p> <p>Change and transition</p> <p>Confidence and self-belief</p> <p>Responsibility</p>
<p>Physical Development</p>	<p>Move safely around space Begin to run, stop and change direction Climb and explore equipment</p> <p>Show awareness of others Hold mark-making tools Begin to use a comfortable grip Explore dough, threading, squeezing Use whole-hand movements</p>	<p>Jump with two feet Balance on large equipment</p> <p>Begin to throw and catch large balls Start simple action games Develop pincer grip Use scissors to snip Manipulate small tools (tweezers, pegs) Begin controlled marks</p>	<p>-Balance on one foot briefly - Travel in different ways (hop, skip) - Kick a ball with direction - Follow movement patterns - Hold pencil with increasing control - Cut along straight lines - Copy simple shapes- Strengthen hand muscles</p>	<p>- Move confidently with control - Coordinate arms and legs - Catch a medium-sized ball - Negotiate space with others • Use scissors accurately - Draw recognisable shapes - Control pressure when mark-making - Begin letter-like forms</p>	<p>- Show agility and speed - Balance while moving - Throw, catch and aim accurately - Follow rules in games - Form recognisable letters - Use correct pencil grip consistently - Draw pictures with detail - Write name with support</p>	<p>-Combine movements smoothly -Show strength, balance and coordination -Participate in team games -Manage risks safely -Write letters clearly - Use tools confidently (cutlery, scissors) -Draw and write with control -Show stamina for writing</p>
<p>Expressive Arts And Design</p>	<p>Introduction & Exploration</p> <ul style="list-style-type: none"> -Exploring materials -Music & movement -Role play 	<p>Using Tools & Techniques</p> <ul style="list-style-type: none"> -Drawing & painting -Constructing models -Imaginative play 	<p>Developing Skills & Techniques</p>	<p>Expressing Ideas & Emotions</p> <ul style="list-style-type: none"> - Creating for a purpose - Performing - Story-based art 	<p>Design & Representation</p> <ul style="list-style-type: none"> -Independent designing - Building on prior skills 	<p>Performance & Showcase</p> <ul style="list-style-type: none"> - Performing to others - Refining and completing work

			<ul style="list-style-type: none"> -Mixed media art -Pattern, texture, collage -Dance & movement 		-Exploring styles (e.g., artists, musicians)	- Celebrating creativity
Communication and Language	Focus: Attention, routines, and confidence in speaking	Focus: Developing attention and comprehension	Focus: Language for thinking and learning	Focus: Sustained shared thinking	Focus: Rich language and clarity	Focus: Narrative and transition