



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me!	Celebrations	What is out there?	Once upon a time	Let's go...	Summer's here!
<p>Possible Themes Interests Lines of Enquiry and Development</p>	Self Portraits Families My body Pets <i>Who helps us in our school?</i> Autumn Significant People in children's lives	Autumn/Winter Colours Light and dark Celebrations around the world Remembrance Day Guy Fawkes	Winter Animals in cold places Polar regions Light and Dark Space New Year Mae Carol Jemison Explorers Earnest Shackleton	Spring Traditional tales Superheroes People who help us <i>Significant people in our country</i> Florence Nightingale Rosa Parks	Life cycles and growth Gardening Food Minibeasts Transport/Journeys Greta Thunberg David Attenborough	Summer Seaside Hot places Summer holidays past and present Dinosaurs <i>Mary Anning</i> Under the sea The Royal family The King The Late Queen
<p>Communication and Language</p> 	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
<p>Ongoing learning...</p>						
Learn new vocabulary Use new vocabulary through the day			Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts	

<p>Possible Texts</p> <p>Bold = Key Texts</p>	<p>The Great Big Book of families The colour monster The mixed up chameleon A colour of his own Tiger who came to tea My naughty little sister The large family Funnybones Elma Autumn poems Shirley Hughes Acorn to Oak Tree Non-fiction Autumn books First day of bug school Hats of Faith</p>	<p>Percy the park Keeper Pumpkin Soup The Jolly Postman / Christmas postman Leafman Hibernation Bear Hunt The Gruffalo's child A stroll through the seasons. A magical muddle Meg and Mog Christmas stories The snowman What do you celebrate? Tree Polar Bear Polar Bear Winter Poems - Shirley Hughes</p>	<p>Winter poems Snow babies Beti and the Yeti Stick man One snowy night Whatever next The way back home How to catch a star My first book of planets Bruce Betts Night time round the world – moon The proudest Blue</p>	<p>Supertato The last wolf Traditional Tales Three little pigs Little Red Riding Hood Goldilocks and the three bears A first book of nature</p>	<p>Jack and the beanstalk Jaspers Beanstalk What the ladybird heard The bad tempered ladybird Yukky worms Superworm The bee book First facts: bugs The very hungry caterpillar The very busy spider The quiet cricket Lost and found My first book of transport Down at the Station</p>	<p>The singing mermaid Sharing a shell Commotion in the ocean Snail and the whale The rainbow fish Barry the fish with fingers Secrets of the seashore At the beach</p>
<p>Possible RRS Texts</p>	<p>ABC of equality Lulus first day ABC a family alphabet boo Love makes a family I am living in two homes</p>	<p>The proudest blue A friend for Henry</p>	<p>Astro Girl Hats of faith- Medeia Cohan Shine Here we are</p>	<p>Through the eyes of me Lubna and the pebble Seasons come seasons go - Tree</p>	<p>What a waste Olivers fruit salad Nature's tiny miracle</p>	<p>Mister Seahorse Julian is a mermaid A world beneath the waves -sea</p>

<p>Personal, Social and Emotional Development</p> 	<p>Children see themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>		<p>Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing</p>	
<p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>						
<p>British values</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>Taking care of me!</p>	<p>Be ready to leave a significant adult Go to the toilet independently Handwashing routines Put on my own coat and shoes Finding my own belongings Learning to listen Be ready to share Understand and follow class and school rules</p>		<p>Understand healthy choices Using a knife and fork Be able to change for PE Blow your nose – Catch it, bin it, kill it</p>		<p>Oral hygiene Be brave to try new food / school dinners and snack Understand where I live Understand how to keep myself safe</p>	

<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</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.</p>						
<p>Real PE</p>	<p>Personal Cog Focus – following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg</p>	<p>Social Cog Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance</p>	<p>Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner</p>	<p>Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance</p>	<p>Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response</p>	<p>Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p>

<p>Literacy</p> 	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>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.</p>
<p>Comprehension</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.</p> <p>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 that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets,</p>	<p>Comprehension: Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p>

	<p>Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>pictures from book or role-play.</p>	<p>Play is influenced by experience of books (small world, role play).</p>	<p>Innovate a well-known story with support.</p>	<p>them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
Word reading	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some tricky words from Phase 4 . Re-read what they have written to check that it makes sense.</p>
Phonics Little Wandle	<p>Little Wandle Phonics</p> <p>s a t p i n g o c k c k e u r h b f l</p> <p>Tricky words: is l the</p>	<p>ff ll ss j v w x y z zz qu ch sh th ng nk words with s added at the end.</p>	<p>ai ee igh oa oo oo ar or ow oi ear ur air er words with double letters: dd mm tt bb rr gg pp ff</p>	<p>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Review Phase 3: er air words with double letters,</p>	<p>Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC longer words</p>	<p>Long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC Review all taught so far</p>

		Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	Tricky words: was you they my by all are sure pure longer words	longer words, words with two or more digraphs, words ending in -ing compound words words with s in the middle /z/ s words ending -s words with -es at end /z/	compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words: said so have like some come love do were here little says there were when what out today	Secure spelling Phase 4 words ending -s /s/z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, -est
Writing	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make 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>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known</p>

	<p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>			<p>correctly orientated. Include spaces between words.</p>	<p>grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Mathematics White Rose Maths</p> 	<p>Getting to know you (baseline)</p> <p>Just like me! Match and sort Making comparisons Compare amounts Compare size, mass and capacity Exploring Pattern Make simple patterns</p>	<p>It's Me 123!</p> <p>Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and Spatial thinking Circles and triangles Spatial awareness</p> <p>Light and dark Numbers to 5 Four and Five One more and one less)</p>	<p>Alive in 5!</p> <p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p>Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time</p>	<p>Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p> <p>Consolidation</p>	<p>To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) First, then, now Adding more Taking away Spatial reasoning (2)</p>	<p>Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3) On the move Deepening understanding Patterns and relationships Spatial reasoning (4)</p>

<p>Understanding the World</p> 	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them. Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					
<p>History UNDERSTANDING THE WORLD <i>Past and present</i> Focus Learning Challenge</p>	<p>Who is my family? Begin to make sense of their own life-story and family's history.</p>		<p>Is it always dark at night time? Begin to make sense of their own life-story and family's history.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Who do we know that's famous? (Fiction and non-fiction.)</p>	<p>continued</p>
<p>UNDERSTANDING THE WORLD (RE/ PHSE) <i>People, culture and Communities</i> Focus Learning Challenge</p>		<p>Why do we celebrate differently? People have different beliefs and celebrations.</p>	<p>Why do we celebrate differently? People have different beliefs and celebrations.</p>	<p>What is that special building for? Special places in the community.</p>		
<p>UNDERSTANDING THE WORLD <i>People, culture and communities</i> Geography Focus Learning Challenge</p>	<p>Why are we all the same but also different? Having positive attitudes towards everyone.</p>	<p>Who is my family? Immediate family and community.</p>	<p>What is a country and why are there so many? Know about different countries How environments can be different.</p>	<p>Who are the people that help us? Show interest in different occupations.</p>	<p>How will I know my way around? Draw information from a simple map.</p>	<p>Why are all town and cities not like ours?</p>
<p>UNDERSTANDING THE WORLD Science Focus Learning Challenge <i>The Natural World</i></p>	<p>Understand the effects of seasonal change.</p>	<p>What can I feel, taste, hear and smell? Using our senses.</p>	<p>How can I make things move? Magnets Melting and freezing.</p>	<p>What are the materials around us called? Collecting different materials. Floating and sinking.</p>	<p>How do things grow from seeds? Growth How do cars move? How things work.</p>	<p>How many creatures are on our Earth? Exploring the natural world.</p>

RE <i>(Agreed syllabus)</i>	F2 Which people are special and why?	F1 What times/stories are special and why?	F3 What places are special and why?	F4 Which times are special and why?	F5 Where do we belong?	F6 What is special about our world?
Expressive Arts and Design Explore, use, and refine a variety of artistic effects to express their ideas and feelings	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
Music Explore and engage in music making and dance, performing solo or in groups.	Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey	Charanga Songs: Big Bear Funk	Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Art and Design	Skills – Holding a pencil/paintbrush. Making simple shapes. Self-portrait. Using a paint Brush, creating pictures and paintings in Autumn and Winter colours. Warm colours, cold colours, colour mixing, leaf collage, painting hedgehogs, clay hedgehogs. Shapes (link with maths) Artist Study- Mondrian, Kandinsky Making patterns with natural materials – Andy Goldsworthy		Skills- painting techniques/effects, use a scraper on paint to create a polar bear, add swirls to a Starry night, use straws to blow paints. Refine drawing skills. Use water colours for spring flowers. Artists- Study Van Gogh – Starry Night Jackson Pollock		Skills: Collage, further develop painting and drawing skills. Salt dough Artist Study -Henri Matisse – The snail. Van Gogh -Sunflowers/ Claude Monet Water Lilies	
Design Technology	Skills- Scissor skills. Cutting and sticking. Joining techniques.	Make a Christmas decoration	Skills- Cutting and Sticking -Traditional Tales - Build with materials/Space – Build a Rocket/make a control panel	Join with a treasury tag Work with fabric	Skills- Joining Create a split pin creature or figure/hanging mobile/Moving picture. Can everyone use scissors, join own work together with a variety of techniques.	

Parent Partnership	Welcome meeting Phonics evening Evidence Me involvement Class dojo communication What is my child learning? Curriculum Newsletter Parent / teacher consultations Written reports	Family open afternoon Nativity /play Parent / teacher consultations Written reports What is my child learning? Curriculum Newsletter	Transition meeting Nursery Visits New starter meeting Transition days Parent / child lunch Family open afternoon Sports Day Parent / teacher consultations Written reports What is my child learning? Curriculum Newsletter
Enhancements	Autumn Welly Walk around the school grounds. Post a letter Balance Bikes Christmas Party and games	Winter Welly Walk around the school grounds Visitors in – People who help us Fire Brigade Library visit Judo Skip to Be Fit	School Trip Sports Day Open Afternoons Visitors in to enhance curriculum