



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main theme</b>	People who help us	Space	Once upon a time	Changes	All creatures great and small	Under the sea
<b>Experiences</b>	Visit from a firefighter, police officer Visit to learn Makaton, Harvest festival Spotting signs of autumn walk	Make a fire, roast marshmallows, Christmas performance Christmas party	Bake gingerbread men Look for Jack's beanstalk Walk to look at different types of houses Chinese new year	Tadpoles experience Butterflies experience Visit from a baby Easter eggtravaganza	Visit to a pet shop Visit from a hen Bug hunting	Visit to matlock Fish and chips Visit from a fisherman Dissect a fish
<b>Parent Involvement</b>	Come to harvest festival Tapestry updates Parent consultation	Dad's (and others) get reading Christmas performance Light party	Tapestry updates Parent consultation	Help teams at the egg drop Mother's day afternoon tea Pancake and chatter	Breakfast and a book Tapestry updates	Celebration assembly Sports day School report Summer fair
<b>Role Play Areas</b>	Doctors Vets	Spaceship	Home corner/story corner	Pond	Pet shop	Sea side scene
<b>Key texts</b>	Marvellous me, One special me, My Mum is fantastic, My dad is great Real Superheroes, Nurse Nancy The Jolly Postman Postman Pete police on patrol emergency! A day at the fire station Recycling Helping hands. What if!	Whatever next Q Pootle 5 Roaring Rockets Blast Off How to catch a star Baby Brains Space song, rocket ride Christmas Mae among the stars	The three little pigs Goldilocks and the three bears Jack and the beanstalk The enormous turnip The gingerbread man	Handa's Hen The teeny weeny tadpole The hungry caterpillar Easter story	The great pet sale Farmer duck Facts about the farm Rumble in the jungle Giraffe's cant dance Snail trail The rainbow fish	Lucy and Tom at the seaside Sharing a shell The lighthouse keepers lunch The enormous catch of fish Commotion in the ocean Maisy goes on holiday

	Grand old duke of York	5 little men in a flying saucer			Old macdonald had a farm	1,2,3,4, 5 once I caught a fish alive
		Twinkle little star			Mary had a little lamb	Row your boat
CAL	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Settling in activities Making friends <b>Children talking about experiences that are familiar to them</b> What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! <b>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</b>	Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion <b>Understand how to listen carefully and why listening is important.</b> <b>Use new vocabulary through the day.</b> <b>Choose books that will develop their vocabulary.</b>	Using language well Ask’s how and why questions... Retell a story with story language <b>Ask questions to find out more and to check they understand what has been said to them.</b> <b>Describe events in some detail.</b> <b>Listen to and talk about stories to build familiarity and understanding.</b> Learn rhymes, poems and songs.	Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Show and tell Weekend news Discovering Passions <b>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</b>
PD	<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.                  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.                  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					



	<b>Develop overall body-strength, balance, co-ordination, and agility</b>					
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills holding pencil correctly, using scissors etc	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing. Develop fine motor skills holding pencil correctly, using scissors etc	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.	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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside and in a group
<b>Literacy Reading</b>	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at	Information leaflets about minibeast in the garden.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters	Can draw pictures of characters/ event / setting in a story  Stories from other cultures and traditions  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb,

	Engage in extended conversations about stories, learning new vocabulary.	known letter– sound correspondences. Enjoys an increasing range of books	home. Avoid asking children to read books at home they cannot yet read	explanations by connecting ideas or events		illustration, illustrator, author and title.  Sort books into categories.
<p><b>Literacy Writing Nursery</b></p>	<p>Copies letters from own name by tracing over them Using large scale movements movements to wave flags and streamers, paint and make marks. Shows a preference for a dominant hand.</p> <p>Experiments with mark making both inside and outside,</p> <p>Makes marks in the sand, malleable materials, chalk, rice etc</p> <p>Modelled by an adult.</p>		<p>Begins to form some letters from own name correctly, starting in the correct place.</p> <p>Draws pictures and talks about their meaning. Uses circles and lines to mark make.</p> <p>Begins to write in areas of the nursery, i.e. makes lists in the shop, writes orders in the café. Modelled by adults. Facilitated through the availability of mark making materials and stimuli in all areas of the classroom.</p> <p>Experiments with chalk on the chalkboard, whiteboards, Large scale mark making Use a comfortable grip with good control when holding pens and pencils.</p>			<p>Can write letters from name without tracing.</p> <p>Holds pens and pencil comfortably.</p> <p>Selects appropriate colours when drawing. Begins to draw a person with arms, legs, face, eyes, and mouth.</p> <p>Can trace over letters in the jolly phonics book with finger. Can form letters in the air and on a partners back, starting in the correct place.</p> <p>Can write letters of own significance.</p>
<p><b>Literacy Writing Reception</b></p>	<p>Draws a picture from a story and can ascribe meaning to the picture in details. Writes own name independently. Beginning to write letters that have been learnt in phonics. Writes for a purpose within the setting. Uses initial sounds to label pictures.</p> <p><b>Writing stimulus:</b> Create own name badge Draw family portrait and label Shopping list in role play Receipts from paint shop in role play Christmas list</p>		<p>Write recognisable letters starting in the correct place, holding pencil in effective grip, showing good fine motor control. Writes from left to right. Writing labels, lists and captions Write high frequency words Can write first name and is beginning to write second name. Can write some cvc words that have been taught in phonics.</p> <p><b>Writing stimulus:</b> Label a mini beast</p>			<p>Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. Uses finger spaces between words</p> <p><b>Writing stimulus:</b> Create non-fiction book of plant Label seeds that have grown in garden Write thank you letter for the allotment visit Record height of sunflower in sunflower diary Label foods tasted and whether they were liked/disliked</p>



	Christmas cards- write names of class	Write caption for a mini beast habitat Write a letter to Rosie to help her find her hat Draw and label using initial sound, the things you are afraid of Label picture of a bug Record weather changes	Write a list of fruits that you like (Handa's Surprise) Describe fruits and label a fruit basket			
<b>Phonics and reading nursery</b>	<p><b>Phase 1</b> Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds</p> <p>Recognise own name</p> <p><b>Phase 2- letters S,A,T</b></p>	<p><b>Phase 1:</b> Aspects – 2, 3, 4, 5 Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: ‘What can you see?’ Encourage children to predict what’s happens next. Begin to say a sentence. ‘What next?’ ‘What do you think?’ ‘I see’ ‘I Say: You Say.</p> <p>Knows letters in own name</p> <p><b>Phase 2- S,A,T,P,I,N</b></p>	<p><b>Phase 1:</b> Aspects 5-7 Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting Introduce Lilac Books (Reading Planet) Use Picture Clues: Can the children talk about the pictures? Can they remember the main points of the story?</p> <p>Can read and copy own name</p> <p><b>Phase 2- S,A,T,P,I,N,M,D,O,G</b></p>			
<b>Phonics Reception</b>	Recap Phase 1 Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 3/4
<b>Mathematics Nursery</b>	Numbers 0-3 recognition Notice numbers in the environment Notices number of personal significance Counting to 5 Counting claps, counting objects	Number recognition 0-6 Counting to 10 Counting hops, skips, objects, snack Orders numbers 1-3 Knowing more/less	Number recognition 0-10 Orders numbers 1-5 Begin number forming Counting to 15 and beyond Matching numeral to quantity Knowing which quantity has more/less			



	Number rhymes and song- 5 little ducks, 5 current buns, 5 little men 2d shapes Patten	5 little monkeys jumping on the bed, 10 green bottles 3 d shape Weight Time	Sharing objects between 2 people 2d and 3d shape Capacity Length			
<b>Mathematics Reception</b>  <b>We follow the White Rose scheme of work for maths planning</b>	Number and Place Value Numbers to 5 Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects Addition and Subtraction Change within 5 One more / one less Number and Place Value Numbers 4, 5, ,6,7,8 Subitising Early doubling Time-First / then / now Spatial thinking and shape 2D / 3D Shape	Number and Place Value Numbers 6, 7, 8 Making Pairs / Combining different groups Numbers 9, 10 Building 9 and 10 Early doubling Subitising Shape 2D / 3D Shape Numbers 7, 8, 9, 10 Halving Doubling Sharing	To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 Patterns Making more complex pattern Find my pattern Number Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising Measure Length,, Weight, capacity			
<b>Art and Design</b>						
<b>Knowledge and Understanding of the World</b>	Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.					
	Learn how to look after ourselves with a visit from a dentist/nurse  Different occupations and ways of life.	How does a rocket fly? Making own rocket. Learning about the sun and the moon. Learning about the dusty planet of Saturn.	Making gingerbread men Making flapjack-goldilocks Measuring trees in the park	Watch caterpillars change into butterflies Observe the lifecycle of a frog Talk about the changes in a human lifecycle	Habitats What makes an animal a good pet/bad pet? Why are some animals best suited to some environments Farm location	Look at countries with lots of water to those with little water. How far are we from the sea – map

	<p>Spotting signs of autumn</p> <p><b>Books to help:</b></p> <p>Jobs people do, non-fiction</p>	<p>Learning about day and night and the seasons</p> <p><b>Books to help:</b></p> <p>Non-fiction book about Space Mae among the stars Book about planets</p>	<p>Using different materials to make houses, which makes the best house?</p> <p>Materials</p> <p>Making a bridge for the Billy Goat’s gruff, which material will make the strongest bridge.</p>	<p><b>Books to help:</b></p> <p>Tadpole lifecycle non fiction book</p> <p>How will I grow? By Manning Mick</p>	<p>Jungle location</p> <p>Walk to the pet shop</p> <p><b>Books to help:</b></p> <p>I want a pet Who lives here? Do you like bugs? Amazing animals encyclopaedia.</p>	<p>Compare Icy sea to warm sea</p> <p>What do we wear at the seaside and why</p> <p>Explore shells and the patterns and texture</p> <p>Look at the environment sea creatures live in and compare to pond and river – Jellyfish, octopus, starfish, crab, sharks, whales...</p> <p><b>Books to help:</b></p> <p>World atlas Usbourne look inside seas and oceans</p>
<b>RSE</b>	<p>Caring friendships</p> <p>What makes a good friend</p> <p>How to be a good friend</p> <p>How to solve a problem without falling out</p> <p>Listening to others</p>		<p>Keeping safe</p> <p>Water safety</p> <p>Road safety</p> <p>Hand hygiene</p> <p><b>Oral hygiene</b></p> <p><b>Keeping safe online</b></p>		<p>Respectful relationships</p> <p>Understanding that everyone is different</p> <p>Respecting people’s differences</p> <p>What makes me different/special</p>	
<b>R.E</b>		<p>What is a parable?</p> <p>The parables of Jesus and what they could mean for us today.</p>		<p>Why is Easter special to Christians?</p> <p>Easter traditions.</p> <p>The death and resurrection of Jesus.</p>		<p>What is a Christian in modern day Britain?</p> <p>Where do Christians worship? What do Christians believe? What is the Bible?</p>