Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Marvellous Me!** 	**Let's Celebrate** 	**Around the world!** 	**Once Upon a Time** 	**Amazing Animals** (Farm, Food and Growing) 	**Fun at The Seaside** 
Focus Topic	Starting School My New Class New Beginnings Ourselves What am I good at? What do I enjoy? My family	Being Kind Celebrations Space Light and Dark Autumn	Winter Polar regions Climate Contrasting environments Hibernation Where do you live/my home? Customs around the world	Signs of spring The Great Outdoors Recycling Easter	Farm Healthy Eating Growing Life Cycles Animals Around the World Habitats Fantasy Creatures My Body How have I changed?	Underwater worlds Travel and Transport People who help us Toys summer
'Wow' moments/key events	Transition Birthdays Harvest International Dot Day Diwali (Oct 21st)	Autumn trail Black History Month Remembrance Day Halloween World Space Week(4-10th oct) Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit King's Birthday 14th November	Winter walk Valentines day Pancake day Chinese new year – 17th feb Food tasting – different cultures Mental health week	World Book Day Mother's Day Easter Internet Safety Day Easter Egg Hunt	St Georges' Day May Day VE day World bee day Earth Day 22 April	Pirate Fun Day Father's Day Transition Healthy Eating Week Sports Day World Environment Day 5th June
Power of reading	Hello Friend	Happy birthday Maisy So much	The leopards drum Blue penguin	Little red riding hood and other stories 10 things I can do to help the world	Hungry hen What the Ladybird Heard	Surprising sharks splash
Other Texts	The invisible String The Colour Monster My Monster and Me Titch Starting school Peepo	Owl Babies Stickman The Christmas Pine The Jolly Postman Pumpkin soup	Katie Morag island Ben, Gran and the whole wide world Where the forest meets the sea	Goldilocks One Plastic Bag The Magic Porridge Pot The 3 Little Pigs Little Red Hen Jack and The Bean Stalk	The Hungry Caterpillar Argh Wombat Diary of a Wombat Farmer duck The Tiny Seed Oliver's Vegetable	The Snail and The Whale tiddler Rainbow fish Storm whale One day on our blue planet The sea below my toes

	Once there were giants Granny quit Rama and Sita The day the crayons mde friends	Funny Bones Christmas Christmas stories	The great Kapok tree Dear Earth	Three Billy Goats Gruff Hansel and Gretel The Gingerbread Man	Jasper's Bean Stalk	The ocean Gardner Communication in the ocean Shark lady
Literacy- Comprehension	**Listening to stories.** Joining in with rhymes and showingan interest in stories with repeatedrefrains. 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 rightand 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. Engage in extended conversations about stories, learning new vocabulary.	**Beginning to retell stories.** Retell stories related to eventsthrough acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words mad- up of known letter– sound correspondences. Enjoys an increasing range of books. *Actions to retell the story. Story Maps.*	**Retelling stories with the recently introduced vocabulary**. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. 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 LW Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	**Building fluency and understanding.** Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. *Information leaflets about animals in the garden/plants and growing.* *World Book Day Activities. Timeline of how plants grow.*	**Explaining the stories they have listened to or have read themselves.** 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.	**Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.** Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: 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, illustration, illustrator, author and title.
Literacy – Word Reading	**Linking sounds to letters. Begin to read words by sound-talking.** **Phonic Sounds**: s a t p i	**Begin to read words by sound-talking.** **Phonic Sounds**: Ff ll ss j v w x y z zz qu words with s /s/	**Begin to read words and simple sentences by sound-talking.** **Phonic Sounds**: Ai ee igh oa oo **oo** ar	**Begin to read simple sentences. Phonic Sounds:** review phase 3 from 1st half Words with double letters	**Read and understand simple sentences.** **Phonic Sounds**: short vowels cvcc	**Reading and understanding sentences with fluency including some common exception words.** **Phonic Sounds:**

	n m d g o c k ck e u r h b f l Little Wandle **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	added at the end (hats sits) ch Sh th ng nk words ending in s /z/z (his) and (bags) **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger asthey say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Longer words Words i Ending in –ing Compound words Words with s in the middle /z/ s Words ending in –s Words with –es at end /z/ **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Short vowels cvcc ccvc Short vowels ccvcc cccvc cccvcc Longer words Compound words Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ - est **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	**Reading:** Reading simple sentences with fluency. Long vowel sounds cvcc ccvc cccvc ccv ccvcc Phase 4 words ending in –s/s/ /z/ -es Longer words Root word ending in: -ing –ed /t/, -ed/id/ /ed/, -ed/d/ -s/s/, -s/z/, -es **Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**
Literacy – Writing	**Representing name and initial letter sounds.** Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters/images. Writing names and labels. Writing messages. Practising correct letter formation.	**Writing CVC words** Name writing Labelling using the initial sounds Story scribing Retelling stories in the writing area. Sequencing stories. Practising correct letter formation	**Caption Writing and Tricky Words.** Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practicing correct letter formation.	**Begin to write simple sentences. 'Hold and write a sentence'.** Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. Labels and captions.	**Writing simple sentences.** Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formations	**Writing simple sentences and phrases that can be read by others.** Story writing, writing sentences using arange of tricky words that are spelt correctly. Beginning to use full stops, capitalletters and finger spaces. Using familiar texts as a model forwriting own stories. Write a character description. Write three sentences with beginning,middle and end. Using correct letter formation. **Write recognisable letters, most ofwhich are correctly formed.** **Spell words by identifying sounds inthem and**

						representing the sounds with a letter or letters.
Mathematics	**White Rose** Block 1: Baseline assessments Block 2: Matching and sorting Block 3: Measure and patterns Block 5: Circles and triangles	**White Rose** Block 4: 123 Block 6: 1 to 5 Block 7: 4 sided shapes	**White Rose** Block 1: 0-5 Block 2: Mass and capacity Block 3: 6, 7 and 8 Block 4: Length, height and time	**White Rose** Block 4: Length, height and time Block 5: Building 9 and 10 Block 6: 3-D shape	**White Rose** Block 1: Numbers to 20 and beyond Block 2: Adding and subtracting Block 3: Manipulating, composing and decomposing shapes Block 4: Sharing and grouping equality	**White Rose** Block 4: Sharing and grouping equally Block 5: Shape, position and direction Block 6: Making connections Consolidation week
Communication and Language	C&L is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Kapow PSHE, story sessions, singing, speech interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. The Colour Monster Moods and feelings The invisible String – being away from those we love. Adults to model language “Thankyou.” “Good Morning, How are you? Please can you pass me…” Wellcom Speech assessments	Links to festivals and children’s experiences. Songs – nativity and Christmas Listening to stories and developing vocabulary from CP and The Write Stuff. Good Listening Skills Sharing Weekend News.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions… Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who… Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.** **Make comments about what they have heard and ask questions to clarify their understanding.** **Holding conversation in back and forth exchanges with adults and peers.** **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.**

						Sharing experiences from their lives using full sentences including use of past, present and future tenses.
Physical Development	**Fine Motor Skills** Dough activities Daily name writing Threading, cutting, weaving, playdough, finger gym. Manipulate objects with good fine motor skills Show preference for a dominant hand Draw lines, circles using gross motor movements Hold a pencil/paint brush beyond a whole hand grasp Pencil grip- encourage tripod grip – pencil grips	**Fine Motor Skills** **Daily name writing/CVC writing activities** Threading, cutting, weaving, playdough, finger gym. Manipulate objects with good fine motor skills Show preference for a dominant hand. Engage the children in structures activities – drawing, writing, copying Handwriting sessions	**Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	**Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	**Fine Motor:** Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	**Fine Motor:** **Holding a pencil effectively in preparation for fluid writing using the tripod grip.** Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.** **Use a range of small tools, including scissors, paint brushes and cutlery.** **Begin to show accuracy and care when drawing.**
	Gross Motor Skills Cooperation games Climbing on outdoor equipment Different ways to move Encourage good personal hygiene Regular reminders of handwashing and toileting	**Gross Motor Skills** Climbing Skipping ropes Wheeled resources for children to balance on, ride, push and pull Balance bike sessions Moving to music	**Gross Motor:** Get set 4 Pe fundamentals Balancing, running, stopping. Changing direction, jumping, hopping different ways of traveling	**Gross motor** Balance- Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Yoga sessions Get set 4 pe – ball skills Rolling, throwing, dribbling, catching, kicking	**Gross Motor:** Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Get set 4 PE – gym Using apparatus safely,	**Team Games Gross Motor** Races / team games involving gross motor movements dance related activities. Get set 4 PE –aiming, tag games. Playing by rules, striking, working cooperatively **Negotiate space and obstacles safely, with consideration for themselves and others.**

					Jumping and landing from height, creating sequences	**Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**
Personal, Social and Emotional Development	**Self Regulation:** Throughout the year children work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show ability to follow instructions involving several ideas or actions. – controlling own feelings and behaviours. – able to concentrate on a task. – Applying personalised strategies to return to a state of calm. – Able to ignore distractions. – thinking before acting. – Able to curb impulsive behaviours. – Behaving in wats that are socially acceptable. – The ability to persist and persevere.					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Managing self: New beginnings See themselves as a valuable individual. Being me in my world Class rules and routines Supporting children to build relationships	**Managing self:** Getting on and falling out. How to deal with anger and emotions. Self-confidence build constructive and respectful friendships. Ask Children to explain to others how they thought about a problem or an emotion and how they dealt with it.	**Managing self:** Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	**Managing self:** Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	**Managing self:** Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.** **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**
	Building relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the reception year. This enables the children to understand turn taking and working cooperatively.					**Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.**

	Kapow Units Self Regulation; My feelings	**Kapow Units** Building Relationships: Special Relationships	**Kapow Units** Managing Self: Taking Challenges	**Kapow Units** Self-Regulation: Listening and Following Instructions	**Kapow Units** Building Relationships: My Family and friends	**Kapow Units** Managing Self: My Wellbeing
Understanding the Worlds	**Past and Present** Who is in my family? Commenting on photos of their family – naming who they can seeand of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar tothem. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of theirimmediate family and community. .Our school. Role play – home setting. Their past and their life as a baby.	**Past and Present** Links to festivals: Bonfire night,Diwali, Xmas Can talk about what they have donewith their families during Christmas' in the past. Show photos of how Christmas usedto be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why mapsare so important to postmen.	**Past and Present** What jobs do our family membersdo? Role-play – hospital. House and homes around the world How have they changed?	**Past and Present** Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses inthe castle.	**Past and Present** Role –play – garden centre.	**Past and Present** Exploring the seaside now and in thepast. Roles of different jobs around us **Talk about the lives of the peoplearound them and their roles in society. Know some similarities and differences between things in the pastand now, drawing on their experiences and what has been read in class. Understand the past through settings,characters and events encountered in books read in class and storytelling.**
	People, Culture and Communities Describing their environment around	**People, Culture and Communities** Links to festivals: Bonfire nightDiwali	**People, Culture and Communities** Chinese New Year – how is it celebrated?	**People, Culture and Communities**	**People, Culture and Communities** Describing their local habitat and acontrasting	**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**

	them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit. Diwali.	Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas,	How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day	Maps of the farmyard and developing maps of the local area.	country. What are the similarities and differences? Exploring Africa	**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.** **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**
	The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.	**The Natural World** Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Nocturnal animals – making sense of habitats. Which animals are nocturnal?	**The Natural World** Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment.	**The Natural World** Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	**The Natural World** Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Ourselves – parts of the body	**The Natural World** Seasons – Summer – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. **Explore the natural world around them, making observations and drawing pictures of animals and plants.** **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

Expressive Arts and Design	**Creating with Materials:** Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Divas	**Creating with Materials:** Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards,.	**Creating with Materials:** Winter pictures and scenes. Chinese New Year - lanterns	**Creating with Materials:** Spring pictures. Flower artwork.	**Creating with Materials:** Farm pictures Healthy Eating collages. African Art	**Creating with Materials:** Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. **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 in narratives and stories.**
	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play	**Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)	**Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Winter songs. Role-play – the arctic. Small world - arctic explorer. Chinese New Year songs.	**Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Easter songs. Role-play – home scene. Small world – Castles and Dragons.	**Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.	**Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea. **Invent, adapt and recount narratives and stories with peers and their teacher.** **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.**
SMSC	**Mutual respect.** We are all unique. We respect differences between different people and	**Mutual Tolerance**. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of	**Rule of law.** We all know that we have rules at school that we must follow. We know who to talk	**Individual liberty.** We all have the right to have our own views. We are all respected as individuals. We feel safe	**Democracy.** We all have the right to be listened to. We respect everyone and we value their different ideas and	**British Values**. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing

	their beliefs inour community, in this country andall around the world. All cultures are learned , respected, and celebrated.	others. Mutual tolerance of those with different faiths and beliefs and forthose without faith.	to if we do not feel safe. We know right from wrong. We recognise that we are accountablefor our actions. We must work together as a team when it is necessary.	to have a go at new activities.We understand and celebrate the fact that everyone is different.	opinions. We have the opportunity to playwith who we want to play with. We listen with intrigue and value andrespect the opinions of others.	our community and celebrating diversity ofthe UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment	Speech Assessment Welcomm In-house baseline data National Reception Baseline Assessment (RBA) Observations on Parent/pupil meeting – settling in.	Observations LW assessment Pupil Asset data updated Pupil progress meetings In-house moderation EYFS team meetings Short Reports	Observations on Maths assessment Pupil Asset Pupil progress meetings In house moderation LW assessment EYFS team meetings Parent/pupil meeting – sharingtargets.	GLD predictions Observations Pupil Asset Pupil progress meetings LW assessment In-house moderation EYFS team meetings Short Reports	Observations LW assessment Pupil Asset data Pupil progress meetings In-house moderation EYFS team meetings	Observations on LW Assessments updated End of Year Data submitted End of year Report to parents.