

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me/ Autumn	Celebrations/ Christmas	Dinosaurs	Spring Spring	Superheroes	Transport
Key experiences	Looking at baby photos Visit from a baby Autumn walk Crunching leaves	Christmas Nativity Christmas party Christmas dinner Diwali day	Fossil hunting Virtual NHM Pancake day	Planting seeds Spring walk Farm visit Easter egg hunt Easter service	Visit from a nurse Superhero dressing up Pentecost Ascension Day	Sport's day Leaver's service Train ride Cromford canal
Key questions	Who am I? Who is special to me? How have I changed?	What times are special? How do people celebrate special times?	How has the world changed?	How is the weather changing? How is nature changing? What is Spring like?	Who helps me? How do they help me?	Where do I live? What is around me?
Key Texts/ Reading spine	 Peace at Last by Jill Murphy  The Great Big Book of Families by Mary Hoffman Traditional tales- Billy Goats Gruff, Cinderella, The three little pigs.  Leaf Man by Lois Ehlert	 Bears in the night by Stan and Jan Berenstain Poetry- Penny for the guy and Fireworks.  Let's celebrate 5 days of Diwali  The Jolly Christmas Postman by Jan and Allan Ahlburg. Christmas on Exeter Street by Diana Hendry and John Lawrence.	 The Dirty Great Dinosaur by Martin Waddell.  Linus the Vegetarian Rex by Robert Neubecker.  Dinosaurs and all that rubbish by Michael Foreman.	 The tiny seed by Eric Carle.  The odd egg by Emily Gravett  The egg drop by Mini Grey	 Superhero ABC by Bob McCleod.  Supertato by Sue Hendra. The very helpful hedgehog by Rosie Wellesley.  People who help us series.	 You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck.  The Hundred Decker Bus by Mike Smith. Naughty Bus by Jan Oke.  The Train Ride by June Crebbin.

<p>Literacy</p> <p>(See phonics planning for detailed phonics progression)</p>	<p>-Write recognisable letters, most of which are correctly formed.</p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>Reading</u> Recap of phase 1 phonics. Alliteration/ rhyme. Week 4 onwards. Introduce Phase 2 VC blending Tricky words -phase 2 <u>Comprehension</u> Listening to and enjoying familiar stories- fairy tales. Handling books. Feature of books Understanding books hold print and print carries meaning. Recall simple rhymes <u>Writing</u> Writing activities: Mark making</p>	<p>-Write recognisable letters, most of which are correctly formed.</p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>Reading</u> Introduce Fluency-literacy sessions (5 x 15 minute sessions per week) Phase 2 ongoing (30 mins session daily) Introduce CVC blending Initial and end sounds Ongoing Guided reading (15 mins session daily) <u>Comprehension</u> Talking about stories, characters and settings, Recall and retell simple stories/ traditional tales. Use traditional story language. Rhyming words recognition <u>Writing</u></p>	<p>-Read words consistent with their phonic knowledge by sound-blending.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>- Anticipate (where appropriate) key events in stories.</p> <p><u>Reading</u> Phase 2/3 ongoing CVC blending Identifying the middle sound Guided reading ongoing. Guided reading Reading simple captions and sentences including tricky words. <u>Comprehension</u> Making links between stories we know. Making predictions using examples from the text. Extending vocabulary Extending rhyme <u>Writing</u> Writing simple sentences e.g. It is a, I can see a</p>	<p>-Read words consistent with their phonic knowledge by sound-blending.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>- Anticipate (where appropriate) key events in stories.</p> <p><u>Reading</u> Introduce Phase 3 Introduce digraphs Reading sentences incl. tricky words Reading CVC words inc. consonant digraphs. <u>Comprehension</u> Making predictions Engage and talk about what has been read. Offer thoughts and opinions about what has been read. Simple retrieval questions. <u>Writing</u> Letter formation on going Segmenting CVC words with consonant digraphs Writing simple sentences using finger spaces, capital letters and full stops. Simple narrative style</p>	<p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p><u>Reading</u> Phase 3 Consonant Digraphs embedded Vowel digraphs Reading CVC words with vowel digraphs. Tricky words Reading longer sentences. <u>Comprehension</u> Guided reading Reading sentences incl. tricky words with good understanding Retrieving information from text Sequencing stories Investigating vocabulary <u>Writing</u> Writing simple sentences inc, capital letters, full stops and finger spaces</p>	<p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p><u>Reading</u> Phase 4 Consonant blends- blending CCVC/ CVCC words. Tricky words Reading sentences with fluency and accuracy Guided reading <u>Comprehension</u> Re reading to ensure understanding Gain new vocabulary from books Use new vocabulary in discussion about books <u>Writing</u> Writing readable sentences Letter formation ongoing Narrative writing - story language</p>
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	<p>Name writing Grapheme writing-copies from name Letter shape marks Initial sound activities Simple VC segmenting Develop pencil grip</p>	<p>Ongoing Letter formation Using comfortable Pencil grip Segmenting VC and introduce CVC words. Identifying initial and end sounds. Writing activities: writing Lists and labels Labelling Simple sentences.</p>	<p>Letter formation ongoing Segmenting CVC Using finger spaces between words Introduce capital letters and full stops Tripod grip</p>	<p>Using traditional story openings Non fiction writing</p>	<p>Adding adjectives Re reads to make sure it makes sense. Letter formation ongoing Writing for a range of purposes.</p>	<p>Fluency and accuracy when writing sentences. Writing sentences with full stops, capital letters and finger spaces.</p>
<p>Communication and language</p>	<p>All aspects of developing C&L are focussed on throughout all daily classroom practice, continuous provision, sessions such as circle time, story time and show and tell have a weighty focus on CLL as well as "carpet buddies" and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. NELI assessments are used at baseline to identify children who may need support with communication and language.</p>					
	<p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Sharing news Meeting new friends Role play opportunities Sharing thoughts and feelings Sharing wants and needs</p>	<p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Asking for help Playing with friends Role play Retelling stories and narrative Conversations between 1 person/ small group</p>	<p>-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. Following instructions Responding to others Listening to stories Answering questions about stories Asking questions Conversations between larger groups</p>	<p>-Make comments about what they have heard and ask questions to clarify their understanding Sequence and ordering ideas Asking questions Processing information gathered to achieve goal Sharing opinions</p>	<p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing thoughts and opinions about what they have heard and why Deciding whether they agree/ disagree Using an expanding vocabulary Using own knowledge to offer explanations. Explaining why things happen.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Talking with confidence, fluency and accuracy to a range of adults and children and a range of whole class/ school situations.</p>
<p>PSED PSHE/RSE</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>-Set and work towards simple goals, being able to wait for what they want and control their</p>	<p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>

	<p>their behaviour accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Form positive attachments to adults and friendships with peers. Introduce behavioural expectations in classroom Rules and routines Independent toileting. Social skills- making friends, managing feelings, turn taking and sharing. Detaching from parents Whole class/group collaborative games. Puppets/small world based on topic. Role-play area/home corner to recreate own experiences Circle time Show and tell</p>	<p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Form positive attachments to adults and friendships with peers. Rules and routines Social skills- making friends, managing feelings, turn taking and sharing. Special people and special places Special times Role-play area/home corner places we know. Circle time Show and tell Trying new things and friendship Independent toileting and hand washing</p>	<p>immediate impulses when appropriate. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Work and play cooperatively and take turns with others. Behavioural expectations in classroom embedded Share achievements from outside of school. Our feelings and emotions. Making the right choices Right/ wrong Going for goals My friends Imaginative role play Healthy choices with regards to exercise and healthy food.</p>	<p>-Explain the reasons for rules, know right from wrong and try to behave accordingly. -Work and play cooperatively and take turns with others. Working as a group/teams Understand actions affect other people Managing emotions Likes and dislikes - talk about their abilities Good to be me Imaginative role play Play games with rules Who can help us? Self- dressing Healthy choices- teeth.</p>	<p>instructions involving several ideas or actions. -Show sensitivity to their own and to others' needs. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Our superpowers - what makes me special? What makes other special? Sharing and considering each other's ideas Understand actions affect other people Managing emotions Share ideas Following instructions Making plans and implementing ideas Imaginative role play - people who help us. People that help us to stay healthy.</p>	<p>instructions involving several ideas or actions. -Show sensitivity to their own and to others' needs. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Understand other's point of view Fair/ not fair Coping when things don't go our way Resilience Perseverance Challenges/ next steps Following instructions Share experiences with class Evaluate Changes (transition to Year 1)</p>
<p>Physical development</p>	<p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		<p>-Demonstrate strength, balance and coordination when playing. -Begin to show accuracy and care when drawing.</p>		

	<p>-Use a range of small tools, including scissors, paintbrushes and cutlery. Gross Motor: e.g. wake and shake, obstacle course, dough disco etc. Construction and malleable activities- muscle building Outdoor activities- moving in different ways. Fine Motor: Use one-handed tools with some control e.g. pencil, scissors, cutters, paintbrush. Mark marking, tracing letters in name, early letter formation Creative activities- cutting & sticking.</p>		<p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Gross Motor: Construction and malleable activities- muscle strengthening Outdoor activities- moving in different ways at different speeds. Hand-eye coordination activities, Ball games Fine Motor: Tripod grip Letter formation using a tripod grip Handle equipment and tools effectively e.g. pencil, scissors to draw and cut along straight along lines Creative activities- cutting & sticking in more detail Cutting along straight lines with control</p>		<p>Gross motor skills: Preparing for sports day activities using a range of equipment, demonstrating a variety of skills. Outdoor activities- moving in different ways, negotiating risks and negotiating equipment Using equipment to demonstrate balance and coordination. Fine Motor: Handle equipment and tools effectively, including pencils for writing with accurate letter formation. Manipulates objects with good fine motor skills. Good muscle strength in hands, fingers and wrists Colouring within lines Cutting carefully along wavy or zigzag lines</p>	
<p>PE</p>	<p>Team games Travel in at least two different ways stop travelling to change direction. Begin to travel with a ball Pass a ball to another player over a short distance.</p>	<p>Dance Make different shapes with their bodies as they travel, jump and spin. Perform a simple action in unison with a partner. Show some awareness of others when working in a group. Copy and repeat actions with some prompting. Change the speed of their movements.</p>	<p>Gymnastics Lift and carry equipment. Follow instructions. Understand that we need to warm up and cool down our bodies before and after exercise. Bounce and jump. Move fast and slow. Make wide and thin shapes. Link two movements.</p>	<p>Multi skills Roll a ball and pick it up as it slows down. Use a simple underarm throw. Throw a ball into a space Catch a ball with two hands Run or walk forwards and backwards</p>	<p>Athletics Begin to run at different speeds. Move along some basic pathways, for example move in a straight or curved line. Explore different types of jumps. Land safely. Make a simple sequence of jumps.</p>	<p>Sport's day games Run in a straight line. Change direction when running. Balance. Jump from two feet to two feet. Jump a set distance, e.g. from hoop to hoop. Throw in the general direction of a given target. Move a ball using the feet.</p>
<p>Maths (White Rose Maths)</p>	<p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>-Have a deep understanding of number to 10, including the composition of each number.</p>	<p>-Have a deep understanding of number to 10, including the composition of each number.</p>	<p>-Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5.</p>	<p>-Verbally count beyond 20, recognising the pattern of the counting system. <u>To 20 and beyond (week 1-3)</u> Building numbers beyond 10</p>	<p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Find my pattern (week 7-9)</u></p>

	<p><u>Getting to Know you. (week 1-3)</u> Settling in Baseline Class routines Time of day <u>Just Like me (week 4-6)</u> Match sort and compare amounts Compare size, mass and capacity Explore Pattern</p>	<p>-Subitise (recognise quantities without counting) up to 5. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <u>It's me 1,2,3! (week 7-9)</u> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 <u>Light and dark (week 10-12)</u> Representing numbers to 5 One more/ one less Shapes with 4 sides Time</p>	<p>-Subitise (recognise quantities without counting) up to 5. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <u>Alive in 5 (week 1-3)</u> Introduce 0 Comparing numbers to 5 Composition of 4,5 Comparing mass Comparing capacity <u>Growing 6,7,8 (week 4-6)</u> 6,7,8 Comparing 2 amounts Making pairs Length and height Time</p>	<p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Building 9 and 10 (week 6-9)</u> Counting to 9,10 Comparing numbers to 10 Bonds to 10 3D shapes Patterns Consolidation and catch up (week 10-12)</p>	<p>Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate <u>First then now (week 4-6)</u> Adding more Taking away Spatial reasoning Compose and decompose</p>	<p>Doubling, sharing and grouping Even and odd Spatial reasoning Visualise and build <u>On the move (week 10-12)</u> Deepening understanding Patterns and relationships Spatial reasoning Mapping</p>
<p>Expressive Art and Design (Art and DT focus)</p>	<p>- 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. Drawing -Portraits of Ourselves, friends and family.</p>	<p>- 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. Drawing - Autumn leaves - pastel Mixing</p>	<p>- 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. Sculpture Clay dinosaurs</p>	<p>- 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. Drawing Flowers, plants, trees (pencil, crayon, chalk) Painting</p>	<p>- 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. Printing Print with variety of objects eg string, bubbles in paint, hand prints, finger</p>	<p>- 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. Painting Hot and cold colours and backgrounds for vehicle silhouette 3D</p>

	<p>3D structures Building houses using different materials and an small and large scale</p> <p>Food Smoothie making</p>	<p>colours to create Autumnal colours</p> <p>Painting- fireworks/ rangoli patterns exploring colour and shape</p> <p>Sculpture Diva Lamps</p> <p>Artists Miro, Kadinsky</p>	<p>Collage-Paper collage of dinosaurs. Design a dinosaur.</p>	<p>Colour mixing Observe daffodils, hyacinths etc and colour mix to create appropriate colours</p> <p>Collage and Artist Matisse</p>	<p>prints.</p> <p>Textiles Making a cape</p>	<p>Weaving- paper and piper cleaners.</p>
<p>Expressive Art and Design (Music based on Charanga)</p>	<p>-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.</p> <p><u>Me</u> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>-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.</p> <p><u>My stories</u> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>-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.</p> <p><u>Everyone</u> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song</p>	<p>-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.</p> <p><u>Our world</u> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p>-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.</p> <p><u>Big bear funk</u> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p>-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.</p> <p><u>Reflect, rewind and play</u> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>

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Expressive Art and Design (Imaginative language/ retelling narratives)	<p>-Make use of props and materials when role playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher. A range of activities planned for through enhanced provision and adult led literacy tasks.</p>					
Understanding the world	<p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Talk about the lives of the people around them and their roles in society.</p> <p>Children know about similarities and differences in relation to living things. Who am I? My family Passport Name body parts Harvest Sequence how I have grown timeline and talk about how I have changed.</p>	<p>-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 maps.</p> <p>Celebrations that take place in the community and around the world. Celebrating me Festival of light- Eid, Diwali, Hannukah Carnivals and parades Nativity Guy Fawkes / Bonfire</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants. Naming and describing dinosaurs Finding fossils Diet (herbivores, carnivores, Health and self-care link). Freezing dinosaurs Comparing dinosaurs Extinction of dinosaurs (how the planet changes/comparing environments). Palaeontologists</p>	<p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. -Explore the natural world around them, making observations and drawing pictures of animals and plants. Changes in weather Changes in the things around us. Changes in clothing Life cycles New life Eggs and chicks Spring Flowers Spring animals and their offspring Easter story Easter service</p>	<p>-Talk about the lives of the people around them and their roles in society. Superpowers Real superheroes Visit from doctors, nurses, police etc Roles/ jobs in the community Uniforms Make thank you cards Write and talk about why they are so important Children talk about the jobs that their parents have and how they help us.</p>	<p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. - 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. Investigate different types of vehicles that travel over land. Explore destinations- mountains, desert and icy lands Investigate wheels Make vehicles Climate and distant environments</p>

	Where do I live?	night Remembrance day				Talk about vehicles they have travelled in and where they have visited. Look on map/ globe/ google Earth.
RE	Being special. Where do we belong?	Why is Christmas special to Christians?	Why is the word of God so important to Christians?	Why is Easter special to Christians?	What times/ stories are special and why?	What places are special and why?