

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My Community	Celebrations	Once Upon a Time	Farm	Africa	Ocean
Context Why?	This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.		In the Once Upon a Time project, children will be introduced to the wonderful world of stories. They will listen to a range of traditional tales and have the chance to act out the stories in their play. They will also listen to alternative contemporary stories to see the different viewpoints from the characters of Mr. Wolf. They will also make up their own stories (adapted Goldilocks) and make masks, props and puppets to act out their stories	They will find out about life on a farm and about animals and their young.	In the Africa project, children will learn about incredible animals that live worldwide. They will explore various animal habitats and compare the animals that live there with animals in their locality. They will learn how to care for pets and what all animals need to grow, survive and stay happy and healthy. They will explore animal features and find out how they survive in the wild. They will compare the ways that animals are similar and different	
Key Texts	Owl Babies The Tiger Who Came to Tea by Judith Kerr	Cake by Sue Hendra	Goldilocks and The Three Bears	Farmer Duck by Martin Waddell	Handa's Surprise by Eileen Brown	Commotion in the Ocean by Giles Andreae
Non – Fiction Key Text	What Can You See in the Autumn	Celebration Food by Clare Hibbet	Chinese New Year by Nancy Dickmann What Can You See in Winter? By Sian Smith Maisy's Chinese New Year by Lucy Cousins Mr Wolves Pancakes	A chicken's Life By Acorn/Raintree What Can You See in Spring? (Seasons) by Sian Smith	Big Picture Atlas by Usbourne	The Big Book of Blue by Yuval Zommer What Can You See in Summer? By Sian Smith
Other Titles	Families, Families, Families by Suzanne Lang We're Going on a Bear Hunt by Michael Rosen	Room on The Broom by Julia Donaldson Father Christmas Needs a Wee by Nicholas Allan	The Three Billy Goats Gruff The Three Little Pigs.	The Little Red Hen The Enormous Turnip	Walking Through The Jungle by Julie Lacome Rumble in the Jungle by Giles Andreae	Lunch on a Pirate Ship – Caryl Hart The Singing Mermaid by Julia Donaldson
Key Rhyming Texts	Stick Man by Julia Donladson	Funnybones by Allan Ahlberg	Each Peach Pear Plum by Janet Ahlberg	Oi Frog by Kes Grey	Monkey Puzzle by Julia Donaldson	Pirates Love Underpants by Claire Freedman

Other texts	Five Minutes Peace by Jill Murphy Mog the Forgetful Cat by Judith Kerr	Meg and Mog by Helen Nicoll It's Ramadan, Curious George by H. A. Hay Wibbly Pig has 10 Balloons by Mick Inkpen	Cleversticks by Bernard Ashley Little Red Riding Hood.		Handa's Hen by Eileen Brown We're Going on a Lion Hunt by David Axtell	The Teddy Bear's Picnic by Jimmy Kennedy The Sports Day by Nick Butterworth Somebody Swallowed Stanley by Sarah Roberts
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Dramatic Play

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Role Play and Small World	Home Corner Dentist/Nurses Station Tiger Who Came to Tea Small word.	Birthday/Christmas home Party Shop Nursery rhyme small world – 5 current buns, ten fat sausages sizzling in a pan, 10 in a bed, 5 little ducks, 5 little men in a flying saucer.	Goldilocks and the Three Bears house (enhanced by other fairy tales). Chinese New Year Traditional Tales small world	Farm House Bakery Farm small world.	Home Corner Market stall African Animals small world	Home Corner Cafe Ocean/Rock pool with added pirate ship.
Outdoor Role Play	Asda	Witches and Wizards house/Santa's Workshop	Builders Yard	Garden Centre	Explorers Cabin	Ice Cream Parlour/Seaside Shop

Communication and Language

Children’s spoken language underpins all seven areas of learning and development. The home language of children with EAL will be celebrated within the environment. Enhanced and continuous provision area linked to key texts. Storytime will be timetabled at least once a day and will be chosen from our list of key texts, this will allow children to know the stories in depth. Quality books are chosen that will develop their vocabulary and will be displayed in attractive book areas. Children will choose from a range familiar and good-quality books to take home for parents to read aloud and talk about with their children. Parents will take part in story-telling workshops that will allow parents to gain a better understanding of how to share stories with their children.

During each half term children will learn new vocabulary linked to the new topic and will focus on key words. Staff will model active listening skills and children will take part in a variety of listen and response activities. Staff will introduce looking and listening rules and add to these as the year goes on. Children will regularly take home ‘ask me about’ stickers; these will prompt a conversation between children and their parents or other adults in the school.

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention, Understanding	<p>Introduce rules of good looking and listening during carpet.</p> <p>Children will bring in photos of their families to put in our pictures to talk about box in our reading area.</p>	<p>Reinforce looking and listening rules and remind the children of these. Explain why these rules are important.</p> <p>Reinforce basic talk guild lines and explain why they are important. Add to them as the year goes on.</p> <p>Children to work together to plan and carry out a birthday party for the bears. They will answer why question about the party.</p>	<p>Staff to model thinking out loud techniques and showing a genuine interest in knowing more.</p> <p>Children are actively encouraged to engage in story time, joining in with stories and commenting on the stories they have listened to.</p> <p>Using drama to retell Goldilocks and the Three Bears. Children will use bear voices to retell the story.</p> <p>Goldilocks and the Three Bears character hot seating to open a discussion about the characters feelings, actions and motives.</p>	<p>Staff to model thinking out loud techniques and showing a genuine interest in knowing more.</p> <p>Children are actively encouraged to engage in story time, joining in with stories and commenting on the stories they have listened to</p> <p>Children to engage in a non-fiction book and to remember 2 key facts from the book.</p> <p>Use drama to retell Farmer Duck. They will be encouraged to make links between the tone of the ducks quacks and how he is feeling.</p> <p>Farmer duck character hot seating to open a discussion about the characters feelings, actions and motives.</p>	<p>Children will engage in fiction and non- fiction books making comments and asking relevant questions.</p> <p>Children will listen to information read out from a non-fiction book and remember 3 facts about Africa. They will present their work to the class.</p>	<p>Children will engage in conversations about the importance of recycling and make a poster to encourage people to recycle plastic. They will present their ideas to their peers.</p>
Speaking	<p>Recap nursery rhymes learnt in nursery and provide resources in the story area to help retell these rhymes and songs.</p> <p>Provide resources for children to go on a bear hunt outside, encouraging children to retell the story “We’re Going on a Bear Hunt.”</p> <p>Consider open- ended questions to enable children to express their point of view, debate and express how they are feeling.</p>	<p>Recap nursery rhymes learnt in nursery and provide resources in the story area to help retell these rhymes and songs.</p> <p>Learn nativity songs, using the nativity story to help children talk about and understand the songs.</p> <p>Children to bring in photos of their own birthday parties to talk about.</p> <p>Children will discuss the different ways they celebrate. Christmas or other key festivals.</p> <p>Consider open- ended questions to enable children to express their point of view, debate and express how express how they are feeling</p>	<p>Children to sequence events from the story ‘Goldilocks and The Three Bears.’</p> <p>Children to listen to stories regarding the Chinese New Year and talk about how people celebrate the event.</p> <p>Children will work together to come up with ideas to find the Big Bad Wolf.</p>	<p>Children will observe live eggs and talk about talk about the life cycle of a chicken.</p> <p>Children will bake bread and predict what will happen to it when it goes in the oven.</p> <p>Children will plant seeds and observe plants, predicting how they will grow and talking through the process of planting a seed.</p> <p>Drama session to act out ‘The Enormous Turnip.’</p>	<p>Children will facts about Handa’s village and present these to the class. They will be given the opportunity to discuss how Handa’s village is the same and different to their locality.</p>	<p>Children will learn about plastic in the ocean and discuss their thoughts and opinions and what we should do about this.</p>
Communication and Language Key Vocabulary	Looking Listening Talking Rhyme	Looking Listening Talking Rhyme	Drama Character Voice Idea	Drama Character Voice Idea	Taking turns Conversation Discuss Present	Taking turns Conversation Discuss Present

Personal, Social and Emotional Development

Positive behaviour will be modelled, and adults will highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Class Dojo rewards are linked to the golden rules. Practitioners will make time to get to know the children and their families. A whiteboard will be displayed in the classroom to write down any interests the children have or any activities the children would to explore even further. Children will provided with opportunities to tell each other about their work and play, helping them to self-evaluate their own work.

	Autmn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<p>Introduce choosing Children will independently go to their choosing groups and choose an activity Introduce new activities for children to take part in.</p> <p>Introduce breathing techniques to control feelings.</p> <p>Discuss the feelings of characters in stories. How did Sophie feel when she saw the Tiger?.</p>	<p>Introduce choosing groups. Children will independently go to their choosing groups and choose an activity. Introduce new activities for children to take part in.</p> <p>Continue to support children to use breathing techniques to control their feelings.</p> <p>Discuss the feelings of characters in rhymes and stories. How did the Witch feel when she saw the Dragon?</p>	<p>Encourage children to discuss their opinions about characters and events in stories. Children will discuss the feelings of characters in stories.</p> <p>Encourage children to recognise when they need to take time out or use their breathing techniques learnt in the previous term.</p>	<p>Encourage children to discuss their opinions about characters and events in stories. Children will discuss the feelings of characters in stories.</p> <p>Encourage children to recognise when they need to take time out or use their breathing techniques learnt in the previous term.</p>	<p>Encourage to discuss problems that characters face in the story and how they would deal with them. E.g. How would you feel if someone had taken all your food? What could you do if you felt angry?</p> <p>Play games such as Simon Says, Duck, Duck Goose and Traffic Lights, encouraging children to wait and control their impulses.</p>	<p>Encourage to discuss problems that character face in the story and how they would deal with them. E.g. How would you feel if someone had lied or tricked you?</p> <p>Play games such as Simon Says, Duck, Duck Goose and Traffic Lights, encouraging children to wait and control their impulses.</p>
Managing Self	<p>Children given responsibility to be: Milk monitors Fruit monitors Counting children Safety inspectors Looking after children who are new to school.</p> <p>Children will meet other members of the school community such as, headteacher, dinner staff, office staff and site manager.</p>	<p>Children given responsibility to be: Milk monitors Fruit monitors Counting children Safety inspectors Looking after children who are new to school.</p>	<p>Discuss the importance of a healthy breakfast and have a go at making porridge. Remind the children of good hygiene skills Children given responsibility to be: Milk monitors Fruit monitors Counting children Safety inspectors Looking after children who are new to school.</p>	<p>Make fruit kebabs, highlighting the importance of eating plenty of fruit and vegetables. Children given responsibility to be: Milk monitors Fruit monitors Counting children Safety inspectors Looking after children who are new to school.</p> <p>Visit a farm or chicks for hatching.</p>	<p>African fruit tasting. Children given responsibility to be: Milk monitors Fruit monitors Counting children Safety inspectors Looking after children who are new to school.</p> <p>Take part in African dancing Invite group in.</p>	<p>Children will take part in transition activities linked to moving up to Year 1. Sports Day! Children given responsibility to be: Milk monitors Fruit monitors Counting children Safety inspectors Looking after children who are new to school.</p>
Building Relationships	<p>Creating family portraits and talking about who is in their family.</p> <p>Become familiar with other staff members in school.</p> <p>Visit from nurse/dentist/doctor etc.</p> <p>Introduce solutions mat (SALT)</p> <p>Introduce good listening rules.</p>	<p>Children will share the festivals they celebrate and how they celebrate it.</p> <p>Discuss how each child celebrated their last birthday.</p> <p>Writing a letter to Santa.</p> <p>Continue with the solutions mat.</p>	<p>Modelling solutions mat and circle time.</p> <p>School Rules: READY, RESPECTFUL, SAFE</p> <p>Discuss how characters from traditional stories help each other and solve problems together.</p> <p>Working as a team to build a strong house.</p>	<p>Modelling solutions mat and circle time.</p> <p>School Rules: READY, RESPECTFUL, SAFE</p> <p>Discuss how the characters from The Enormous Turnip didn't give up and worked together as a team to pull out the turnip.</p>	<p>Work together to stop the wood cutter from chopping down the trees in the jungle.</p> <p>Discuss how Akeyo shares her fruit.</p> <p>Start to remove the solutions mat for children to solve conflicts independently.</p>	<p>Work together as a class to plan and carry out the teddy bear's picnic.</p> <p>Supporting their team for sports day.</p> <p>Remove the solutions mat for children to solve conflicts independently.</p>
PSED/Health and Self-Care/ SMSC/British Values/RSE/ Safeguarding	<p>Me in My World</p> <p>Who...me?! I understand how it feels to belong and that we are similar and different</p>	<p>Celebrating Difference</p> <p>What am I good at? I can identify something I am good at and understand everyone is good at different things</p> <p>I'm Special, I'm Me!</p>	<p>Dreams and Goals</p> <p>Challenge I understand that if I persevere I can tackle challenges</p> <p>Never giving up</p>	<p>Healthy Me</p> <p>Everybody's body I understand that I need to exercise to keep my body healthy</p> <p>We like to move it, move it!</p>	<p>Rationships</p> <p>My family and me! I can identify some of the jobs I do in my family and how I feel like I belong</p>	<p>Changing Me</p> <p>My body I can name parts of the body</p> <p>Respecting my body I can tell you some things I can do and</p>

	<p>How am I feeling today? I can start to recognise and manage my feelings</p> <p>Being at school I enjoy working with others to make school a good place to be</p> <p>Gentle hands I understand why it's good to be kind and use gentle hands</p>	<p>I understand that being different makes us all special</p> <p>Families I know we are all different but the same in some ways</p> <p>Houses and Homes I can tell you why I think my home is special to Me</p> <p>Making Friends I can tell you how to be a kind friend</p> <p>Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>Setting a goal I can set a goal and work towards it</p> <p>Obstacles and support I can use kind words to encourage people</p> <p>Flight to the future I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>Footprint awards I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I understand how moving and resting are good for my body</p> <p>Food, glorious food I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Sweet dreams I know how to help myself go to sleep and understand why sleep is good for me</p> <p>Keeping clean I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>Stranger danger I know what a stranger is and how to stay safe if a stranger approaches</p>	<p>Make friends, make friends, never ever break friends part 1 I know how to make friends to stop myself from feeling lonely</p> <p>Make friends, make friends, never ever break friends part 2 I can think of ways to solve</p> <p>Falling out and bullying part 1 I am starting to understand the impact of unkind words</p> <p>Falling out and bullying part 2 I can use calm me time to manage my feelings</p> <p>Being the best friends we can be I know how to be a good friendproblems and stay friends</p>	<p>foods I can eat to be healthy</p> <p>Growing up I understand that we all grow from babies to adults</p> <p>Fun and fears part 1 I can express how I feel about moving to Year 1</p> <p>Fun and fears part 2 I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>Celebration I can share my memories of the best bits of this year in Reception</p>
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Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>PE Skills</p>	<p>PE HUB:</p> <p>Body Management: Unit 1</p> <ol style="list-style-type: none"> 1. To balance beanbags 2. To move through hoops in different way 3. To reach and stretch to get equipment 4. To make bridges and tunnels with our body 5. To travel over and under apparatus 6. To make shapes with our bodies 	<p>PE HUB:</p> <p>Speed, Agility, Travel: Unit 1</p> <ol style="list-style-type: none"> 1. To move in different directions 2. To keep our bodies safe in running games 3. To jump in different directions 4. To stop safely 5. To move at slow and fast speeds 6. To stop safely in different ways 	<p>PE HUB:</p> <p>Gymnastics: Unit 1</p> <ol style="list-style-type: none"> 1. To move safely 2. To take off and land on two feet 3. To balance and move balls and beanbags 4. To travel on mats and benches 5. To copy and repeat actions 6. To perform simple shapes and balances 	<p>PE HUB:</p> <p>Manipulation and Coordination: Unit</p> <ol style="list-style-type: none"> 1. To handle a balloon 2. To handle a ball 3. To kick a ball 4. To hop, jump and step 5. To send a ball or beanbag 6. To send and stop in a game 	<p>PE HUB:</p> <p>Gymnastics Unit 2:</p> <ol style="list-style-type: none"> 1. To link different shapes and ways of moving 2. To egg roll and log roll 3. To follow different pathways 4. To balance on points and patches 5. To perform our story to music 6. To use a start and finish position 	<p>PE HUB:</p> <p>Dance: Unit 1</p> <ol style="list-style-type: none"> 1. To use colours and feelings in dance 2. To perform as animals using different levels and directions 3. To work with a partner 4. How to show expression in our sequence 5. To perform transport actions and movements in our dance 6. To use leading and following movements
<p>Playtime/Lunchtime skills</p>	<p>Rolling a ball.</p> <p>Rolling a ball to each other.</p> <p>Rolling a ball at a Target</p> <p>Simple balances e.g 1 leg</p>	<p>Rolling a ball round cones.</p> <p>Rolling a ball along parallel lines</p> <p>Roll and move</p> <p>Running around and avoiding obstacles.</p> <p>Hopping, following the leader sequence and patterns</p>	<p>Kicking a ball.</p> <p>Kicking a ball into a goal.</p>	<p>Kicking a ball to each other.</p> <p>Kicking a ball around cones.</p>	<p>Throwing the ball at an object.</p> <p>Throwing the ball into a bucket.</p> <p>Catching a ball.</p>	<p>Throwing and catching with a partner with a large and then a small ball.</p>

<p>Gross Motor Skills</p>	<p>I can grasp and release with two hands I can begin to focus on balance and movement I can show a preference for a dominant hand I can create lines and circles pivoting from the shoulder and elbow</p>	<p>I can manipulate a range of tools and equipment in one hand. I can develop spatial awareness. I can maintain balance on stairs and while carrying objects.</p>	<p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability. I can climb stairs, steps and moves across climbing equipment using alternate feet. I can use simple tools to effect changes to materials.</p>	<p>I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p>	<p>I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. I can handle tools, objects, construction, and malleable</p>	<p>ELG: Gross Motor Skills: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 13 ELG: Fine Motor Skills</p>
<p>Fine Motor Skills</p>	<p>Adult will model cutting skills in the cut and stick area during the first half term, learning how to use scissors and equipment safely. Children will be encouraged to use their knife and fork correctly during lunch time. Children are encouraged to independently put their coats on, put their shoes on and pull up the zip on their coat.</p>	<p>Children will access the cut and stick area independently. Children will be encouraged to use their knife and fork correctly during lunch time. Children are encouraged to independently put their coats on, put their shoes on and pull up the zip on their coat.</p>	<p>Children will access the cut and stick area independently. Children will be encouraged to use their knife and fork correctly during lunch time. Children are encouraged to independently put on their coats and zip them up.</p>	<p>Children will access the cut and stick area independently. Children will be encouraged to use their knife and fork correctly during lunch time. Children are encouraged to independently put on their coats and zip them up.</p>	<p>Children will access the cut and stick area independently. Children will be encouraged to use their knife and fork correctly during lunch time. Children are encouraged to independently put on their coats and zip them up.</p>	<p>Children will access the cut and stick area independently. Children will be encouraged to use their knife and fork correctly during lunch time. Children are encouraged to independently put on their coats and zip them up.</p>

Literacy

Books will be chosen to reflect diversity. Books will be shared regularly with children to increase their early understanding and enjoyment of books and to help them learn a wider range of vocabulary. Children will take home reading books that are matched to their ability and will re-read these books to build up fluency and their confidence in word reading.

Comprehension	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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 - page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Point out how sentences start with capital letters and end with full stops.</p> <p>Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always space before and after a word.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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 - page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Point out how sentences start with capital letters and end with full stops.</p> <p>Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always space before and after a word.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will be able to explain what the difference between an author and an illustrator is.</p> <p>Demonstrate how the non-fiction book has photographs.</p> <p>After reading the non-fiction book about Chinese New Year, children will remember one fact from the book.</p> <p>Explain what a blurb is.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will be able to explain what the difference between an author and an illustrator is.</p> <p>Demonstrate how the non-fiction book has photographs.</p> <p>After reading the non-fiction book about Spring, children will remember two facts from the book.</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>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</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>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Comprehension Key Vocabulary	Author Illustrator Text Word Character	Author Illustrator Text Word Character	Information Blurb Fact Fiction	Information Blurb Fact Fiction	Retell Poem Contents Drama	Retell Poem Contents Drama

<p>Reading (Word Reading)</p>	<p>Teach: Baseline(1/2 weeks) Phase 2 (6 weeks) Week 1 – s a p t Week 2 – i n m d Week 3 – g o c k Week 4 - ck e u r Week 5 – h b f l</p> <p>Revision/Assessment</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother</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>Phase 2 Week 1 – ff ll ss j Week 2 – v w x y Week 3 – z zz qu words with -s/s/ added at the end (hats, sits) Ch Week4 – sh th ng nk Week 5 – words with -s/s/ added at the end (hats, sits) Words ending in s/z/(his) and with -s/z/ added at the end (bags)</p> <p>Revision/Assessment</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.</p> <p>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.</p>	<p>Phase 3 Week 1 – ai ee igh oa Week 2 – oo o oar or Week 3 – ur ow oi ear Week 4 – air er words with double letters dd mm tt bb rr gg pp Week 5 – longer words</p> <p>Revision/Consolidation Assessment</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.</p> <p>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.</p>	<p>Phase 3 Week 1 – review phase 3: ai ee igh oa ar or ur oo ow oi ear Week 2 – review Phase 3 : er air words with double letters longer words Week 3 – words with two or more digraphs Week 4 – longer words, words ending in -ing, compound words Week 5 – longer words, words with s/z in the middle, words with s/s/z at the end, words with -es/z/at the end</p> <p>Revision/Consolidation Assessment</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.</p> <p>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.</p>	<p>Phase 4 Week 1 – short vowels CVCC Week 2 – short vowels CVCC CCVC Week 3 - short vowels CCVCC CCCVC CCCVCC Week 4 – longer words, compound words Week 5 – root words ending in -ing, -ed /t/, ed/id/ed/est</p> <p>Revision/Assessment</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Phase 4 Week 1 – long vowels sounds CVCC CCVC Week 2 - long vowel sounds CCVC CCCVC CCV CCVCC Week 3 – Phase 4 words with -s/s at the end, phase 4 words with -s/z/ at the end, Phase 4 – words with -es/z/at the end, longer words. Week 4 – root words ending in: -ing, -ed/t/, ed /id/ed, d Week 5 – root words ending in -er, est, longer words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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		<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Form lower-case and capital letters correctly.</p> <p>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.</p>	<p>Form lower-case and capital letters correctly.</p> <p>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.</p>	<p>Form lower-case and capital letters correctly.</p> <p>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.</p> <p>Re-read what they have written to check it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Writing	Poetry	<p>Creating a family portrait, writing 'm' for mummy and 'd' for daddy. They will be encouraged to write some letters from their name.</p> <p>Writing initial sounds</p>	<p>Write birthday cards and Christmas cards to our class bears, introduce tricky word 'to.'</p> <p>Children are encouraged to write their full first name.</p> <p>Writing spells. List to Santa</p>	<p>Introduce capital letters. Focus on writing tricky word 'the.'</p> <p>Write a description of the troll.</p> <p>Wanted posters to find the big bad wolf.</p>	<p>Introduce capital letters.</p> <p>Writing a shopping list to take to take to the farm shop.</p> <p>Little Red Hen speech bubbles.</p> <p>Farmer Duck's to do list. For example, 'duck can cut, duck can dig, get the eggs.'</p> <p>Writing a recount of their farm visit</p>	<p>Sentence checklist.</p> <p>Writing a story about a pretend visit to the jungle.</p> <p>Writing their own 'Walking Through the Jungle' poem. For example, I can see a snappy crocodile, I can see a big elephant.'</p>	<p>Sentence checklist.</p> <p>Sports day writing, 'I can run and jump.'</p> <p>Writing instructions to make a sandwich for the teddy bear's picnic.</p> <p>Writing a story about a pirate and a sea monster.</p>
	Narrative						
	Non Fiction						

		Initial Sound	Initial Sound	Tricky word	Tricky word	Tricky word	Tricky word
		Phoneme	Phoneme Grapheme	Capital letter	Capital letter	Capital letter	Capital letter
		Start	Segment	Finger spaces Segment	Finger spaces	Finger spaces	Finger spaces
					Full Stop	Full Stop	Full Stop
					Segment	Segment	Segment

Mathematics

<p>Number and Numerical Patterns</p> <p>Power Maths</p>	<p style="text-align: center;">Week 1- 2 Baseline Assessment</p> <p style="text-align: center;">Unit 1: Number to 5 15 Lesson</p> <p style="text-align: center;">Unit 2: Comparing Groups within 5 10 Lesson</p> <p style="text-align: center;">Unit 3: Shape (2d and 3D) 10 Lesson</p> <p style="text-align: center;">Unit 4: Change within 5 10 Lesson</p> <p style="text-align: center;">Unit 6: Space 5 Lesson</p>	<p style="text-align: center;">Unit 6: Number bonds within 5 5 lessons</p> <p style="text-align: center;">Unit 7: Numbers to 10 10 Lessons</p> <p style="text-align: center;">Unit 8: Comparing numbers within 10 5 Lessons</p> <p style="text-align: center;">Unit 9: Addition to 10 5 Lessons</p> <p style="text-align: center;">Unit 10: Measure (Length, height and weight) 10 Lessons</p> <p style="text-align: center;">Unit 11: Number bonds to 10 10 Lessons</p> <p style="text-align: center;">Unit 12: Subtraction 5 Lessons</p>	<p style="text-align: center;">Unit 13: Exploring patterns 10 Lessons</p> <p style="text-align: center;">Unit 14: Counting on and counting back 10 Lessons</p> <p style="text-align: center;">Unit 15: Numbers to 20 5 Lessons</p> <p style="text-align: center;">Unit 16: Numerical patterns 15 Lessons</p> <p style="text-align: center;">Unit 17: Shape (Composing and decomposing shapes) 5 Lessons</p> <p style="text-align: center;">Unit 18: Measure (Volume and capacity) 5 Lessons</p> <p style="text-align: center;"><u>Optional Unit:</u></p> <p style="text-align: center;"><u>Unit 19: Sorting (Optional)</u> 5 Lessons</p> <p style="text-align: center;"><u>Unit 20: Time (Optional)</u> 5 Lessons</p>
<p>Vocabulary</p>	<p>See individual unit plans for key vocabulary</p> <p>Number, zero, one, two, three to twenty (and beyond), teens, eleven, twelve, none How many? Count on (to or from) count up (to), count back (to or from) count in ones, twos, fives, tens is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, odd, even, more than, fewer Number, How many? Count on (to or from) count up (to), count back (to or from) count in ones, twos, fives, tens is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, odd, even, pattern, ones, tens, digits, add, more, and, make, total, sum, altogether How many more to make.....? How many more is....than....? take away, How many are left? How many are gone? How many fewer isthan...? difference between</p>		

Understanding The World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension

Past and Present	Talk about the different occupations that familiar adults and members of their community have.	Talk about the different occupations that familiar adults and members of their community have.	Share stories and talk about significant people who lived in the past.	Put familiar events in chronological order, using pictures and discussion Describe some similarities and differences between things in the past and the present.	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life	Talk about the lives of the people around them and their roles in society.
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The Natural world	<p>Habitats and Seasonal Changes</p> <p>Non-Fiction texts related to current season.</p> <p>Seasons planned into EYFS long term planning with themed displays, non-fiction books and season related stories.</p>	<p>Habitats and Seasonal Changes</p> <p>Non-Fiction texts related to current season</p> <p>Exploring ice.</p>	<p>Habitats and Seasonal Changes.</p> <p>Non-Fiction texts related to current season</p> <p>Exploring the materials straw, sticks and bricks and choosing the best one to build a new house with.</p>	<p>Habitats and Seasonal Changes.</p> <p>Non-Fiction texts related to current season</p> <p>Explore which animals are born in the spring.</p> <p>Live Chicks – explore the life cycle of a chicken.</p> <p>Plant seeds and observe them grow. Explore how plants grow.</p> <p>Monitor their seeds through observations and drawings.</p>	<p>Habitats and Seasonal Changes.</p> <p>Non-Fiction texts related to current season</p> <p>Talk about the differences between Birmingham and places in Africa.</p> <p>Explore the question – what is a jungle?</p> <p>Drawing and painting jungle animals.</p>	<p>Habitats and Seasonal Changes.</p> <p>Non-Fiction texts related to current season</p> <p>The Creation Story - Use art and creative Activities to explore natural objects – shapes, pattern, or listening walk and other Activities to find out more about the natural world; grow and look after some plants and creatures.</p> <p>Drawing and painting sea creatures.</p> <p>Learn about recycling and plastic in the ocean and how to look after the environment.</p> <p>Sun safety.</p>

Vocabulary	Autumn Season Habitat Home Temperature	Winter Hibernate Light Dark Freeze Melt Ice Solid Liquid	Materials Strong Weather	Spring Plant Farm Grow	Jungle Africa Jungle Village Vines	Recycle Pollution Creation Ocean Beach Land
People, Culture and Communities RE?						

Expressive Arts and Design

Continuous provision in EYFS allows children to practice and develop a range of techniques through both adult led and child initiated activities. Fine and gross motor are developed through collage, paint, observational drawing and a range of mark making tools (see provision area). Children to explore continuous provision enabling them to explore different materials freely and develop their own ideas about what to make with them. Children will be regularly given the opportunity to share their creations and explain the process they have used.

Charanga	Me!	My stories!	Everyone!	Musical Activities	Musical Activities	Our World
Creating with Materials	<p>Self-portraits. Looking at emotions and drawing different emotions.</p> <p>Teach colour mixing and let children explore.</p> <p>Drawing to music, squiggle while you wiggle.</p>	<p>Creating natural art.</p> <p>Mixing autumn colours and painting a line of autumn colours.</p> <p>Exploring and creating Rangoli patterns. Diwali craft</p> <p>Using repeated patterns to make party hats.</p>	<p>Storytelling – Traditional tales focus.</p> <p>Becoming construction workers - Designing and making a house for The Three Little Pigs.</p> <p>Making Rossington stay and make – observing and creating buildings in Rossington with parents.</p> <p>Making a bridge – linked to The Three Billy Goats Gruff story.</p> <p>Chinese New Year crafts.</p>	<p>Creating animal paintings using colour stripes.</p> <p>Making tractors using big art outside – talk about how to use the equipment safely.</p> <p>Farm seed/grains pictures. Discussing the different textures</p> <p>Making Easter baskets.</p> <p>Mother’s day cards..</p>	<p>Creating patterns using pencil and then pen.</p> <p>Jungle animal crafts</p> <p>Making props for role play.</p>	<p>Creating patterns using pencil and then pen.</p> <p>Making an art gallery – children look at each other’s art and discuss what they like about it and what they did well.</p> <p>Father’s day cards.</p> <p>Making telescopes.</p> <p>Making props for role play.</p>
Being Imaginative and Expressive	<p>See role play/small world (Tiger who came to tea, Dentist and Home Corner).</p> <p>Identifying sounds in Tiger Who Came To Tea</p> <p>Nursery Rhyme box Sound</p> <p>matching games.</p> <p>Matching pitch ‘Who’s got the animal?’ game</p>	<p>See role play/small world (Party shop, Home Corner, nursery rhymes).</p> <p>Identifying and learning/ songs sounds in Nursery Rhymes e.g. splash as frogs jump into the water.</p> <p>Nativity play songs Sound</p> <p>matching games</p> <p>Matching pitch ‘Who’s got the animal?’ game.</p>	<p>See role play/small world (Forest, Home Corner (Goldilocks), traditional tales).</p> <p>Charanga Unit 3</p> <p>Kixx Dance</p> <p>Chinese New Year Dance – bbc radio, cbeebies clips</p> <p>Story and rhyme time</p>	<p>See role play/small world (Farm house, Bakery, Traditional Tales).</p> <p>4 Kixx Dance Helicopter</p> <p>Stories</p> <p>Story and rhyme time</p>	<p>See role play/small world (Market, Home Corner, African Animals).</p> <p>Charanga Unit 5</p> <p>African music/ dancers</p> <p>Story and rhyme time</p>	<p>See role play/small world (Home Corner, Café, Rockpool with Pirate Ship).</p> <p>Charanga Unit 6</p> <p>Story and rhyme time</p> <p>End of year performance based on children’s interests.</p>