

	learn new vocabulary linked directly to their immediate experiences, classroom rules, and concrete objects.	• Sustained Engagement: Timetable a dedicated storytime at least once a day using a carefully selected list of high-quality traditional and modern stories that develop vocabulary. • Interactive Reading: Use different voices for the narrator and characters, making informal asides about the plot or illustrations to build familiarity and keep attention secure. Targeted Communication Support – WellComm Baseline • Screening and Gaps: Utilise WellComm toolkits during the initial transition weeks to establish a clear baseline of understanding and spoken language for every child. • Intervention: Identify children who have had less prior experience of communication or who struggle with basic instructions, using the baseline data to put immediate daily speech and language interventions in place.							
Personal, social and emotional development	Self-Regulation: Work with adults to co-regulate, using strategies for staying calm in the face of transition frustration. Accept high levels of adult support when learning to follow basic instructions. Managing Self: Learn the layout of the new classroom to begin managing personal needs. Practice thorough handwashing before snack times as a core hygienic routine. Building Relationships: Settle into the new environment	Getting to know you.	Getting to know you.	All about me Talk about their own interests. Talk about their families. Talk about how they are the same or different to others.	What makes me special? Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond.	Me and my special people Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.	Who can help me? Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them.	My feelings. Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	My feelings. Identify events that can make a person feel sad. Identify how someone might look if they are feeling sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.

	by building constructive and respectful relationships with class adults. Work with teachers to share information about their family history, likes, and dislikes.								
Physical development	Develop core strength and stability by tummy-crawling , crawling on all fours, and climbing. Use core muscle strength to achieve a good posture when sitting on the floor. Spend time initially observing and listening if confidence levels are low, without feeling pressured to join in.	Getting to know you.	Getting to know you.	Introduction to PE - To move safely and sensibly in a space with consideration of others.	Introduction to PE - To develop moving safely and stopping with control.	Introduction to PE - To use equipment safely and responsibly.	Introduction to PE - To use different travelling actions while following a path.	Introduction to PE - To work with others cooperatively and play as a group.	Introduction to PE - To follow, copy and lead a partner.
Fine motor	Focus entirely on building upper arm and shoulder strength so that lower arms and wrists can rotate independently later. Explore natural malleable	Large-Scale Sensory Resistance Indoor Activities: Submerging fingers, hands, and forearms in deep trays of	Vertical Surfaces & Large Muscle Mark-Making Indoor Activities: Using large, chunky chalks or fat markers on	Malleable Resistance & Grip Strength Indoor Activities: Pounding, pulling, squeezing, and flattening dense	Tearing, Ripping & Two-Handed Manipulation Indoor Activities: Ripping strips of thick corrugated card, wallpaper,	Trigger Isolation & Multi-Finger Control Indoor Activities: Using small pipette droppers to suck up	Hand-Over-Hand Tools & Grasp Transitions Indoor Activities: Using large, blunt safety scissors to make	Threading & Loose Parts Precision Indoor Activities: Threading thick, rigid laces or pipe cleaners through large	Tool Stability & Baseline Assessment Indoor Activities: Using thick, short triangular markers or crayons to draw

	materials like clay and junk modeling by pulling, pushing, and stacking to build hand strength.	wet cornflour or jelly, spreading and sweeping the material across the tray surface. Hiding and pulling small toy animals out of thick, resistant slime or clay using a whole-hand grip. Outdoor Activities: Using large cardboard scrapers or squeegees to push and pull thick shaving foam or mud across large outdoor tables. Scooping and moving damp, heavy sand from the sandpit into buckets using large, deep-grooved builders' scoops. Key Skills Gained: Building proximal stability and shoulder	wall-mounted chalkboards or easels to draw large continuous circles. Sticking large pieces of coloured paper onto vertical windows using wet sponges and sweeping hand motions. Outdoor Activities: Using chunky decorators' brushes and rollers with water buckets to paint big strokes onto brick walls, fences, and floor paving. Waving large, heavy fabric flags or trailing long ribbon streamers through the air using wide arm circles. Key Skills Gained: Strengthening upper arms and shoulders by	potter's clay or firm playdough on flat tables. Hiding large glass pebbles inside dough balls and squeezing the dough to extract them. Outdoor Activities: Gathering wet mud, clay, and soil to pack firmly into baking tins and pots within the mud kitchen area. Squeezing large, water-logged car sponges to wring water out into targeted buckets or guttering channels. Key Skills Gained: Developing palmar grasp strength and building intrinsic hand muscles. Improving bilateral	and tissue paper to stick onto junk-modelling structures. Using large, blunt plastic tweezers to pinch and sort large pom-poms into sorting cups. Outdoor Activities: Gathering and tearing tough autumn leaves, dry bark strips, and stalks to create small sensory potions. Unwrapping large packages or parcels wrapped in thick brown paper and heavy string outdoors. Key Skills Gained: Refining the opposition of the thumb and index finger during ripping motions. Improving two-handed	coloured water and squeeze it onto paper towels or cotton pads. Pressing and squeezing firm mechanical wind-up toys to watch them move across flat carpets. Outdoor Activities: Using trigger spray bottles filled with water to wash chalk markings off outdoor fences or targets. Manipulating outdoor water-play taps and twisting simple screw-cap bottles to pour liquids. Key Skills Gained: Strengthening individual finger digits and refining index-finger	simple snips into thick playdough worms or wide card strips. Using wide-handled wooden spoons to scoop, stir, and pour dry lentils or chickpeas between wide containers. Outdoor Activities: Using short-handled wooden mallets to hammer plastic golf tees or golf pegs into dense blocks of clay or damp earth. Using small hand trowels to dig shallow holes in the soil, practicing scooping and lifting earth. Key Skills Gained: Developing precision, hand-eye	holes in plastic shapes or heavy cardboard cards. Placing small counting beads or buttons carefully into narrow ice-cube tray compartments. Outdoor Activities: Threading collected autumn leaves, hollow twigs, and conkers onto thick rope, string, or willow sticks. Arranging small natural loose parts like pinecones and pebbles into neat patterns or lines on the ground. Key Skills Gained: Transitioning from a whole-hand palmar grasp toward a developing	freely on large sheets of paper, tracking hand movements. Peeling and sticking thick masking tape independently to join junk-modelling items. Outdoor Activities: Using medium-sized paintbrushes to trace over natural textures, patterns, and lines found on tree bark or logs. Using small hand brushes to sweep loose sand off outdoor pathways into small dustpans. Key Skills Gained: Demonstrating control of the lower arm, wrist, and hand while maintaining a stable, upright
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		girdle strength through resistive movements. Developing tactile processing and hand muscle tone through sensory play.	working on vertical surfaces above chest height. Encouraging cross-midline movements of the arm without shifting the body posture.	coordination as both hands work together to squeeze and reshape materials.	cooperation, where one hand holds the item stable while the other hand manipulates it.	isolation. Developing forearm rotation and wrist flexibility independently from the shoulder joints.	coordination, and spatial awareness when handling small tools. Encouraging functional hand dominance, where one hand controls the tool and the other stabilises the base.	pincer or tripod hold. Refining fine spatial judgment and micro-movements of the wrist and fingers.	sitting posture. Providing a clear baseline observation of tool handling, hand preference, and core physical readiness before structured pencil writing is introduced.
Skills for outside	Confidently and safely use a range of large apparatus outdoors, such as ladders, A-frames, tyres, and structures to jump on or off. Explore regular movement on varying outdoor surfaces like grass, earth, and bark chippings.	Activities: Navigating the newly introduced outdoor classroom perimeter on foot, walking over varied natural terrain such as grass, soil, and bark chippings. Following low-pressure, curved chalk trails drawn on the playground floor to map out safe paths through busy play zones. Key Skills Gained:	Activities: Walking and crawling up and down low natural mounds, grass embankments, or wide, shallow outdoor steps. Stepping carefully into and out of dry muddy hollows, shallow sandpits, or low-rimmed water trays. Key Skills Gained: Building core balance and leg strength when adjusting to sudden shifts in	Activities: Grasping, mounting, and standing safely on low-level outdoor climbing structures, wide planks, and stable A-frames. Practicing low-level jumps from a stable, low structure (such as a flat log) into a soft bark pit, focusing on bending knees to land. Key Skills Gained: Building	Activities: Working in pairs or small teams to lift, push, and carry large, open-ended objects such as hollow plastic blocks, old tyres, and smooth logs across the play area. Pulling long, weighted ropes or loaded storage crates across the playground surface to clear spaces. Key Skills Gained:	Activities: Playing low-pressure chasing games in wide, open areas that require rapid changes of speed and direction (e.g., stopping completely on an adult's whistle). Moving like different woodland animals (slithering, galloping, leaping) across large outdoor zones.	Activities: Weaving long, flexible willow sticks, camouflage netting, and plastic tarpaulins over low structures or through fences to construct simple dens. Stacking and balancing loose planks across crates to form custom pathways, checking for stability before stepping up. Key Skills	Activities: Mounting, steering, and braking using a variety of multi-wheeled resources, including low-slung wheelbarrows, carts, and sit-down trikes without pedals. Navigating designated outdoor traffic tracks, following basic visual stop-and-go indicators painted on the ground.	Activities: Engaging in large-group outdoor games that require lining up, queuing, and waiting for a specific turn without physical contact. Participating in a timed tidy-up routine that involves matching large outdoor loose parts back to designated storage silhouettes or bins.

		Learning to move safely within a shared outdoor space without colliding with peers or obstacles. Developing basic spatial awareness and checking in visually with class adults from a distance.	ground level. Developing vestibular tracking by changing body positions relative to gravity.	full-body strength and confidence when handling fixed outdoor apparatus. Learning to assess basic physical risks independently and pausing if a height feels unsafe.	Strengthening the core, shoulder girdle, and legs through functional heavy labor. Practicing verbal and non-verbal cooperation with peers to move bulky loads safely.	Key Skills Gained: Developing physical agility and coordination by concluding fast movements in steady stillness. Learning to monitor the movements of multiple peers simultaneously in a high-energy environment.	Gained: Understanding the properties of weight and balance when handling long, awkward materials outdoors. Developing spatial reasoning and structural problem-solving in a real-world context.	Key Skills Gained: Developing leg power and tracking skills by pushing or pulling moving vehicle loads. Learning to navigate moving objects safely around other children who are on foot.	Key Skills Gained: Demonstrating self-control, patience, and spatial distance when transitioning from outdoor play to indoor routines. Consolidating an understanding of outdoor community rules and expectations in preparation for the upcoming term.
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Literacy - Ready Steady Write

Outcome:
 Encodable
 Animal
 Information
 Sentences

Purpose: To inform



Grammar: Word

Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so

Grammar: Sentence

Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog.
•Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check

Grammar: Text

Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition. .

Grammar: Punctuation

Focus on: Letter formation Separation of words and spaces

Terminology for Pupils

letter, capital letter, word, sentence, full stop, question mark

Phonics	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can: spot and suggest rhymes. Develop their phonological awareness, so that they can: count or clap syllables in a word. Develop their phonological awareness, so that they can: recognise	Week 1: Tuning Into Sounds and Voice (Phase 1) Learning Objective: Develop phonological awareness by identifying, mimicking, and separating voice sounds and spoken rhythms. Focus: Voice sounds, environmental listening, and mouth positioning to project clean, distinct sound patterns. Essential Knowledge: Understanding that their voices can produce distinct sounds, volumes, and pitches to add dramatic impact to an interactive narrative script.	Week 2: Oral Blending and Sound Patterns (Phase 1) Learning Objective: Develop phonological awareness to spot and suggest rhymes and begin to orally blend consecutive speech units. Focus: Oral blending and rhyming strings using a structured approach to present spoken CVC structures. Essential Knowledge: Explaining that individual spoken sound units can be pushed together to form a recognisable word.	Phase 2 unit 1 s/a	Phase 2 unit 1 t/p Plus language lesson	Phase 2 unit 2 i/n	Phase 2 unit 2 m/d Plus language lesson	Phase 2 unit 3 g/o	Phase 2 unit 3 c/k Plus language lesson
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	words with the same initial sound, such as money and mother.								
Mathematics White Rose Maths		Getting to know you.	Getting to know you.	Match, sort and compare.	Match, sort and compare.	Talk about measure and patterns.	Talk about measure and patterns.	It's me, 1,2,3!	It's me, 1,2,3!
Understanding the world Prior learning	• Understanding that plants change significantly over time and require care. • Understanding of artifacts and that they have been used before; showing interests in different occupations. • Showing interests in different occupations; asking questions about the world. • Developing the ability to sequence personal memories and understand that some events are special. • Showing interests in different occupations; remembers and talks about significant events in their lives. • Recognises and describes special times and events; understanding of growth, decay, and changes over time.								
Development matters	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.	Week 1: This Is Me and My Family (History) Learning Objective: To talk about members of their immediate family and share information about their home life. Focus: Recognising and naming immediate family structures and sharing personal histories.	Week 2: My New School Community (Geography) Learning Objective: To name and describe people who are familiar to them within their new school community. Focus: Exploring and navigating the immediate classroom and school environment.	Week 3: Then and Now – When I Was a Baby (History) Learning Objective: To begin organising personal events using basic chronology, recognising that things happened before they were born. Focus: Understanding personal growth and sequencing basic chronology	Week 4: Mapping Our Spaces (Geography) Learning Objective: To draw information from a simple map of their immediate environment. Focus: Finding landmarks and understanding spatial perspectives from above.	Week 5: Investigating Autumn Leaves (Science) Learning Objective: To understand the effect of changing seasons on the natural world around them. Focus: Identifying seasonal shifts and changes in local plant life.	Week 6: Old and New Houses (History) Learning Objective: To comment on images of familiar situations in the past, contrasting characters and settings from stories. Focus: Comparing domestic life situations from the past with	Week 7: Woods and Towns (Geography) Learning Objective: To recognise some environments that are different from the one in which they live. Focus: Comparing their local region with contrasting outdoor terrains.	Week 8: Frozen Textures and Melting Ice (Science) Learning Objective: To observe and interact with natural processes, describing what they feel and notice. Focus: Investigating natural processes and tracking changes in states of

	Name and describe some plants and animals children are likely to see. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different from the one in which they live. Explore the natural world around them.			over time			modern times.		matter.
Essential knowledge		Understanding that every family structure is unique but all perform a similar role in loving and caring for one another.	Understanding that a community consists of different people with specific jobs and roles who work together to help us.	Understanding the concept of ageing and time passing, specifically that they grow bigger and more independent as they get older.	Understanding that a map is a smaller drawing or model representing real physical places from a bird's-eye view.	Understanding that autumn causes specific changes in nature, including leaves changing colour and falling from deciduous trees.	Understanding that houses built a long time ago used different natural materials and layouts compared to modern brick homes.	Understanding that the wider world contains different environments and landscapes that look and feel very distinct from our town	Understanding that temperature directly affects water, causing it to freeze into solid ice when cold and melt back into liquid when warm.
Progression links KS1		History – Changes within living memory (revealing aspects of change in national life)	Geography – Use simple compass directions and locational and directional language to	History – Changes within living memory (where appropriate, these should be used to reveal	Geography – Use look-down aerial photographs and plan perspectives to recognise	Science – Plants (identify and describe the basic structure of a variety of common flowering plants,	History – Changes within living memory; or continuity and change through look-back comparisons of	Geography – Identify seasonal and daily weather patterns in the United Kingdom and the location of hot	Science – Everyday Materials (distinguish between an object and the material from

			describe the location of features and routes on a map; identify key human features, including houses, factories, shops, offices and schools.	aspects of change in national life).	landmarks and basic human and physical features; devise a simple map.	including trees); Seasonal Changes (observe changes across the 4 seasons).	domestic settings.	and cold areas of the world; use basic geographical vocabulary to refer to key physical features, including forest, hill, soil, valley, vegetation.	which it is made); Seasonal Changes (observe and describe weather associated with the seasons).
RE		Getting to know you.	Getting to know you.	Friendship - What makes a good friend?	Friendship - What makes a good friend?	Friendship - What makes a good friend?	Special Times How do you celebrate special times? Festivals and celebrations	Special Times How do you celebrate special times? Festivals and celebrations	Special Times How do you celebrate special times? Festivals and celebrations
Expressive arts and design	- Explore colour and how it can be changed; shows an interest in textures and can describe them. - Uses available resources to use props to support role play; shows an interest in textures and can describe them. - Uses construction pieces to build and balance; understand that they can use lines to enclose a space. - Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. - Uses available resources to use props to support role play; building stories around toys. - Building stories around toys; explore colour and how it can be changed.								
Prior learning									
Coverage	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider	Week 1: Exploring Textures and Materials Learning Objective: To explore different materials using all their senses to investigate them. Focus: Discovering what natural and	Week 2: Heavy Textures and Modeling Learning Objective: To manipulate and play with different dense materials using varied physical actions. Focus: Squeezing, pulling,	Week 3: Dramatic Expressions and Mimicry Learning Objective: To use their bodies and facial expressions to communicate ideas and feelings. Focus: Experimenting	Week 4: Symbolic Representation in Play Learning Objective: To take part in simple pretend play, pretending that one object represents another. Focus: Using open-ended	Week 5: Collaborative Large-Scale Art Learning Objective: To work collaboratively with peers, sharing creative ideas, resources, and tools. Focus: Co-constructing	Week 6: Character Roles and Small-World Scripts Learning Objective: To build simple storylines around familiar characters or scenarios during small-world play. Focus: Adopting	Week 7: Intentional Mark-Making and Lines Learning Objective: To start to make marks intentionally and give a meaning to the marks they make. Focus:	Week 8: Transitional Design and Set Composition Learning Objective: To use their imagination and combined materials creatively to design an environment for an imaginative

	what they can do with different materials. Start to develop pretend play, pretending that one object represents another. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. Provide a wide range of props for play which encourage imagination.	found materials are and what they can do through raw sensory exploration	pounding, and stacking resistant resources like clay, card, and wood offcuts.	with non-verbal communication, copying gestures, and mirroring movements during early group games	resources such as blocks, cardboard boxes, or pinecones to stand for real-world items during domestic role play.	large-scale temporary structures or floor patterns using natural and found materials indoors or outdoors.	distinct character identities or using puppets and animal sets to act out basic plot events.	Exploring charcoal, ink, or thick paint on large surfaces using fingers, brushes, and sticks to represent raw paths or objects.	game. Focus: Arranging fabrics, props, and custom backdrops to compose a specific scene for a role-play scenario.
Essential knowledge		Understanding that their hands, fingers, and feet can change the shape of	Understanding that different materials require different amounts of	Understanding that changes in posture and facial expressions can	Understanding that an object can represent a completely different item	Understanding that separate items can be grouped, organized, or	Understanding that a story character has specific motives, behaviors, and	Understanding that deliberate hand and arm movements alter the weight,	Understanding that art tools and dramatic props can be intentionally

		malleable media and leave unique prints.	physical force to reshape or stack.	show emotions like surprise, happiness, or fear without using words.	depending on the rules created for the game.	balanced together to form a larger collective design.	patterns of speech that can be copied.	shape, and direction of lines left on a surface.	chosen and arranged together to communicate a specific personal theme.
Progression links KS1		Art and Design – Use a range of materials creatively to design and make products.	Art and Design – Become proficient in sculpture and other art, craft, and design techniques.	Drama/English – Adopt, create, and sustain a range of roles, responding appropriately to others in character.	Drama/English – Use spoken language to develop storylines, negotiate roles, and explore imaginary situations.	Art and Design – Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.	Drama/English – Enact narratives through structured play, taking on a role to explore different perspectives.	Art and Design – Become proficient in drawing and painting techniques to record experiences.	Art and Design – Use a range of materials creatively to design and make products; Drama/English – Participate in performances to showcase shared ideas.
Expressive arts and design Music		Rhyme, Refrains and Actions Learning Outcome: To enjoy and take part in familiar action songs, tuning in and paying attention to patterns. Focus: Replicating words, melodies, and physical gestures in a shared nursery rhyme, matching the body movements to the narrative	Narrative Scripts in Traditional Rhymes Learning Outcome: To build simple storylines and take on character roles inspired by traditional tales and rhymes Focus: Using puppets, small-world character sets, or dramatic props to act out the sequence of events in a known nursery	Rhyme Performance and Set Composition Learning Outcome: To use their imagination and collaborative skills to design an environment for a performance. Focus: Arranging fabrics, loose parts, and backdrops to compose a specific physical scene to showcase a	KAPOW! Lesson 1: Vocal sounds To explore using voices to make a variety of sounds.	KAPOW! Lesson 2: Body sounds To explore how to use our bodies to make sounds.	KAPOW! Lesson 3: Instrumental sounds To explore the sounds of different instruments.	KAPOW! Lesson 4: Environmental sounds To identify sounds in the environment and differentiate between them.	KAPOW! Lesson 5: Nature sounds To use voices to imitate nature sounds

		script. Essential Knowledge: Understanding that nursery rhymes follow a predictable structure and sequence that can be expressed through repeated actions.	rhyme. Essential Knowledge: Understanding that characters within a traditional rhyme have specific actions, voices, and motives that can be copied during role play.	familiar nursery rhyme. Essential Knowledge: Understanding that dramatic props and scenery can be intentionally chosen and grouped together to represent a story setting.					
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