

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me!	Transport	Space	Growing and Changing	Kings and Queens	Stories from the Past
Visits/ Visitors	Church/harvest/ Reverend/Posada/Village walk Soup share Phonics stay and play Discovery cafe		Reading stay and play Governor visit Easter Church/ Bonnet May Day Discovery cafe		Transition Zoo/farm visit Tea Party – Queen/British Maths stay and play Steam Rally Discovery cafe	
Assessment	Reception Baseline Assessment (by end of Sep 23) Wellcomm Baseline (by end of Sep 23) Internal moderation – Wellcomm baseline (Oct 23), EYFS (December 23) DEMAT data submission 1.11.23(Baseline)		Wellcomm midpoint progress Internal moderation (April 24) DEMAT data submission 21.2.24 (Mid point)		Wellcomm final assessment EYFSP and GLD inc DEMAT submission 4.7.24 Internal moderation (June 24)	
Reading cannon texts	The Gruffalo – Julia Donaldson (poetry, narratively complex, modern fiction)	Mr Gumpy's Outing – John Burningham	Whatever Next – Jill Murphy	Jack and the Beanstalk (traditional stories)	The Queen's Hat – Steve Anthony	Cinderella Little Red Riding
PKC texts (select from this range)	Dan and Diesel – Charlotte Hudson Haris Box – Juliet Bell Here We Are – Oliver Jeffers The Tree – Britta Teckentrup	Naughty Bus – Jan Oke Duck in the Truck – Jez Alborough Mrs Armitage on Wheels – Quentin Blake The Wheels on the Tuk Tuk – Kabir Sehgal Guido's Gondola – Steve Bjorkman Mr Gumpy's Motor Car – John Burningham	Caroline's Comets – Emily Arnold Astro Girl – Ken-Wilson Max Mae Jemison – Mary Nhin Look Up – Nathan Bryon Meet the Planets – Caryl Hart The Usborne Big Book of Stars and Planets – Emily Bone Star in a Jar – Sam Hay What We See in the Stars – Kelsey Oseid The Darkest Dark – Chris Hadfield	The Tree – Britta Teckentrup It Starts with a Seed – Laura Knowles The Tiny Seed – Eric Carle The Very Hungry Caterpillar – Eric Carle Monkey Puzzle – Julia Donaldson The Enormous Turnip Oliver's Vegetables – Vivien French Oliver's Fruit Salad – Vivien French Usborne Look Inside a Farm – Katie Daynes When I Grow Up – Jen Hales	Kings and Queens – Tony Robinson Zog – Julia Donaldson Zog and the Flying Doctors – Julia Donaldson The Queen's Hat – Steve Anthony Peep Inside a Castle - Usborne Paddington at the Palace – Michael Bond Katie In London – James Mayhew Does the Queen Wear Her Crown in Bed? – Marion McAuley The Queen's Handbag – Steve Anthony The Queen's Knickers – Nicholas Allen Peppa Pig Goes to London Charlie and Lola: We Must Completely Go to London – Lauren Child Shh! Don't Wake the Royal Baby – Martha Mumford	St George and the Dragon – Usborne Greek Myths for Young Children – Usborne Little Red Riding Hood – Mara Alperin The Hare and the Tortoise – Aesop's Fable Alice in Wonderland – Ladybird Robin Hood – Rob Lloyd Jones King Midas and the Golden Touch – Jenny Giles Nonsense Poetry – Spike Milligan, Edward Lear Usborne Myths and Legends – Gill Doherty My First Book of Myths and Legends – Collins A World Full of Nature Stories: 50 Folktales and Legends – Angela McAllister



					Usborne Look Inside London – Jonathan Melmoth	A Bedtime Full of Stories: 50 Folktales and Legends from Around the World – Angela McAllister Usborne Illustrated Stories of Dragons – Andy Prentice
Key vocabulary	Object: head, shoulders, arms, knees, hands, feet, ankles, wrists, elbows, knuckles, fingers, fingernails, ears, eyes, nose, scientist, bones, muscles, skin, brain, skull, impairment, baby, toddler, child, teenager, adult, mum, mother, father, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, transport, community, teacher, doctor, nurse, shop worker, delivery driver, rubbish collector, emergency, fire service, fire engine, paramedic, ambulance, police officer, police car, spring, summer, autumn, winter, temperature, sun, rain, snow, wind Describing: sensory, physical, deaf, blind, younger, older, elderly, past, present, future, near, next to, further, far, past, over, alongside, urgent, warmer, cooler, darker, deciduous, evergreen, brown, gold, yellow, red, dark, light, dry Action: born, live, help, rescue, save	Object: transport, journey, vehicle, goods, bus, car, train, taxi, tram, ferry, plane, rules, autumn, winter, roads, tuk tuk, Thailand, Bullet Train, Japan, tracks, sailing boat, ship, car ferry, container ship, sailor, captain, gondola, gondolier, canal, river, sea, ocean, technology, coal, railway, power, chimney, funnel, Rocket, horse and cart, carriage, motor, penny farthing, astronaut, North Pole, South Pole, Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, icebreaker, dog sled, runners, crampons, equipment, axle Describing: distance, danger, safety, reflect, visible, speed, past, present, future, dangerous, challenging Action: travel, transport, slide, design, plan, turn, move	Object: earth, planet, land, ocean, gravity, sun, daylight, night time, astronomer, telescope, comets, stars, rocket, shuttle, astronaut, space suit, space boots, helmet, oxygen, International Space Station, scientists, telescope, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, solar system, gas, ice, stars, galaxy, constellation, shapes, formation, Great Bear, Hercules, Pegasus, Leo, moon landing, Apollo 11, crater, surface, Mars Rover Describing: rocky, giant, distance Action: orbit	Object: spring, summer, autumn, winter, sun, snow, wind, rain, buildings, roads, developments, seed, soil, seedling, light, leaves, cow, calf, pig, piglet, bird, chick, dog, puppy, cat, kitten, horse, foal, chicken, duck, duckling, goose, gosling, hedgehog, hoglet, caterpillar, cocoon, butterfly, vegetable, fruit, ground, crops, farmer, farm, tractor, field, baby, toddler, child, teenager, adult, job, home Describing: warmth, change, time, past, present, deciduous, evergreen, size, elderly Action: plant, grow, water, wilt, change, transform, harvest, travel	Object: Queen, Commonwealth, United Kingdom, crown, throne, Union Jack, Royal Standard, flag, family tree, cypher, Buckingham Palace, palace, castle, architect, guards, uniform, ceremony, bearskin hat, coronation, orb, sceptre, ceremony, oath, Westminster Abbey, Describing: past, long Action: design, protect, march	Object: fairy tale, hero, storyteller, legend, St George, dragon, Greek, myth, Prometheus, Gods, fire, humans, earth, fable, Aesop, lessons, mistakes, hare, tortoise, race, folk tale, West Africa, Anansi, falcon, Nyame, character Describing: fiction, problem, magic, imagination, past, brave, true, ancient, steady, wise, mischievous Action: retell, solve, explain, punish, learn
RE texts	The Creation Story A Wet and Windy Harvest for Puddles The Precious Pearl	Jesus Feeds a Crowd Jesus' Christmas Party The Nativity Play The Baby Born at Christmas	The Snail and the Whale Puddles Lends a Paw The Huge Bag of Worries The Worrysaurus	The Easter Bible Storybook The Three Billy Goats Gruff	The Ten Silver Coins	Wonderful Earth Puddles and the St Francis Service

			The Good Samaritan	Puddles and the Happy Easter Day		
Key vocabulary	Object: God, bible, Jesus, Christian, church, VIP, treasure Describing: invisible Action: believe, create	Object: Jesus, God, nativity, Bible, Christian, church, Christmas Describing: followers Action: celebrate, believe	Object: God, Jesus, prayer, cathedral, Lent, parable, hero Describing: Action: help, rescue, save, pray, need	Object: God, Jesus, Easter, bridge, cross, hosanna, symbol Describing: Action: help, rescue, save, forgive	Object: Jesus, God, Bible, Christian, church Describing: precious, unique Action: welcome, believe, thanksgiving	Object: treasure, creation, creator, caretaker, God Describing: awesome, precious, responsible, special, holy, wonderful Action: create, design, wonder
Personal, Social and Emotional Development						
RE	Why is the word "God" so important to Christians? Creation 1 Including an encounter with "A Muslim whispering Allah in a baby's ear".	Why do Christians perform nativity plays at Christmas? Incarnation 1 Including an encounter with "A Muslim story: Muhammad and the Ants".	How can we help others when they need it? Salvation 2 Including an encounter with "A Sikh story: Har Gobind and the 52 Princes".	Why do Christians put a cross in an Easter garden? Salvation 1 Including an encounter with "A Buddhist story: The Monkey King".	What makes every single person unique and precious? Incarnation 2 Including an encounter with "Hindus celebrating at Raksha Bandhan".	How can we care for our wonderful world? Creation 2 Including an encounter with "Tu be Shevat: the Jewish Birthday of Trees".
Building Relationships	See themselves as a valuable individual. Build constructive and respectful relationships.		See themselves as a valuable individual. Build constructive and respectful relationships.		Works and play co-operatively and take turns with others. Forms positive attachments to adults and friendships with peers. Shows sensitivity to their own and to others' needs.	
Managing Self	Express their feelings and consider the feelings of others. Managing their own needs.		Express their feelings and consider the feelings of others. Managing their own needs.		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Self Regulation	Identify and moderate their own feelings socially and emotionally.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
PSHE	NSPCC Pants Week School Rules School Council Black History Month SEAL: New Beginnings	Anti-Bullying Week– Choose Respect Bonfire Night Road Safety week SEAL: Getting On and Falling Out	Safer Internet Day – Feb Holocaust memorial Day Martin Luther Day SEAL: Going for Goals	NSPCC Speak out, Stay Safe Red Nose Day SEAL: Good to be Me	Disability Awareness Day Jeans for Genes Day	Refugee Week World Environment Day International Week



	Beginning and Belonging MMR 1 BBF	Family and Friends (incl. anti-bullying) MMR 2 My Emotions MMR3	Healthy Lifestyles HSL 3 HLF	My Body and Growing Up HSL 1 BGF	Keeping Safe (incl Drug Education) HSL 2 KSF	Me and My World Cit 2 MWF Identities and Diversity Cit1 1DF
Communication and Language						
Listening, Attention and Understanding	Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non fiction books. Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.		Understand how to listen carefully and why listening is important. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Engage in story times. Learn rhymes, poems and songs. Engage in non fiction books. Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.		Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their adults and peers.	
Speaking	Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Describe events in some detail.		Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well -formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.		Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate. 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.	
Physical Development						
Gross Motor Skills	Revise and refine the fundamental movement skills they have required (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.		Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	



	Combine different movements with ease and fluency. Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully.		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing.			
Fine Motor Skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
PE	Working with others/Gymnastics		Dance and movement/Gymnastics		Fun and games/Athletics	
	Throwing and catching/Multi skills		Ball skills/Multi skills		Fitness/Ball skills	
Literacy						
Comprehension (x referenced with Listening, Attention and Understanding)	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.		Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Engage in story times. Engage in non fiction books. Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.	
Word Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few exception words.		Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Writing	Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters.		Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	
Sounds-Write Phonics	Phase 1 Initial Code 1	Initial Code 2-4	Initial Code 5-7	Initial Code 7-9	Initial Code 9-10	Initial Code 10-11
Mathematics						



Number	Compare numbers. Count objects, actions and sounds. Link the number symbol with its cardinal number value. Subitise. Explore the composition of numbers to 10. Understand the “one more than/one less than” relationship between consecutive numbers.		Compare numbers. Count objects, actions and sounds. Link the number symbol with its cardinal number value. Explore the composition of numbers to 10. Subitise. Automatically recall some number bonds to 10. Count beyond 10. Understand the “one more than/one less than” relationship between consecutive numbers.		Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	
Numerical Patterns	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare, length, weight and capacity.		Compare, length, weight and capacity. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.		Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
White Rose Maths	Match, Sort and Compare Talk about Measure and Patterns	Circles and Triangles Shapes with 4 Sides	Mass and Capacity Length, Height and Time	Explore 3D Shapes	Manipulate, Compose and Decompose	Visualise, Build and Map Make Connections
Mastering Number	Week 1-5	Week 6-10	Week 11-16	Week 17-20	Week 21-25	Week 26-33
Understanding the World						
Past and Present	Name and describe people who are familiar to them. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Talk about the lives of the people around them and their role in society. Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	
People, Culture and Communities	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Draw information from a simple map.		Recognise that people have different beliefs and celebrate special times in different ways.		Describe their immediate environment using knowledge from observation, discussion, stories, non fiction text and maps. Know some similarities and differences between 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 text and when appropriate maps.	
The Natural World	Explore the natural world around them. Describe what they see, hear and feel whilst outside.		Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.		Explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.	

		Understand the effect of changing seasons on the natural world around them.		Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.		
Expressive Arts and Design						
Creating with Materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.		Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	
PKC	Exploring colour: Painting with primary colours. Mixing secondary colours A study of Miro Painting: Portraits	Colour and the seasons: Exploring which colours show us different seasons A study of Pissarro’s season paintings Cutting: Snowflake design Design: Making a boat that floats and another vehicle that moves with wheels.	Exploring line: Taking a line for a walk Creating drip painting like Jackson Pollock Creating pictures like Hundertwasser using spirals and curved lines Puppets: Chinese New Year	Exploring what we can see in the world around us: Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Create: Easter bonnets	Animals in art: A study of Rosseau’s “Tiger in a Tropical Storm”. Painting real fish with ink and wax resist. Van Gogh’s Sunflowers People in art: Looking at Degas’ ballerinas. Practising drawing people. Creating clay sculptures of “Miro like” people. Fashion: Experimenting with fabric to design a suitable piece of sports wear.	
Being Imaginative and Expressive	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.		Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.	
PKC	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart “Allergro” from “A Little Night Music”.	Singing in a group (Christmas Performances) Composter: Sergi Prokofiev “Peter and the Wolf”	Bloom app on iPad to create repeating patterns of music. Playing with sounds: Pitch Listening to and responding to Holst’s Planet Suite Composer: Englebert Humperdinck “Hansel and Gretel”	Playing with sounds: Singing games including call and response	Instrumental activities Composer: Louis Armstrong Music and dance sessions – links to Carnival of the Animals Composer: Paul Dukas “The Sorcerer’s Apprentice”	Instrumental activities Composition: using percussion instruments Composer: G F Handel

