



Reception	<b>Literacy</b> <b>Comprehension</b> <b>Word Reading</b> <b>Writing</b>	<b>Communication and Language</b> <b>Listening, attention &amp; understanding</b> <b>Speaking</b>	<b>Physical Development</b> <b>DT PE links</b> <b>Fine</b> <b>Gross – IPEP PE</b>	<b>Personal, Social and Emotional Development</b> <b>Self-regulation</b> <b>Managing Self</b> <b>Building relationships</b>	<b>Mathematics</b> <b>Number</b> <b>Number pattern</b>	<b>Understanding the World</b> <b>The natural world</b> <b>People, Culture &amp; Communities</b> <b>Past &amp; Present</b>	<b>Expressive Arts and Design</b> <b>Creating with Materials</b> <b>Being Imaginative &amp; expressive</b>
<b>Autumn 1</b> <b>Mr Wiggle &amp; Mr Waggle</b>	<p>Name book parts - cover, pages, left-right, top-bottom Fiction/non-fiction, care of books</p> <p>Observe/ imitate adult model - reading, actions, repeat phrases &amp; character names in stories &amp; songs</p> <p>Phonics: Little Wandle Read, write &amp; hear initial sounds. Read/write own name</p> <p>Recognise and write some letters and write some cvc words</p> <p>Recommended reads:  <i>The Tiger Who Came to Tea, Peace at Last &amp; Whatever Next</i>            ALL YEAR: <i>This Little Puffin: A treasury of Nursery rhymes Songs &amp; Games</i></p>	<p>Become familiar with &amp; retell parts or whole story with repetition or own words – using prepositions</p> <p>Know names of staff, friends &amp; family</p> <p>Begin to listen, hold simple conversations</p> <p>Describe choices of play areas and routines</p> <p>Talk about own ideas &amp; experiences. Use and answer <i>who, what, when, where, how &amp; why</i> questions</p> <p>Introduce social phrases <i>Good Morning/ afternoon</i></p> <p>Share &amp; learn familiar rhymes &amp; songs from home &amp; nursery</p>	<p><b>Fine</b></p> <p>Tripod grip, copy some letters &amp; one handed use of pencil &amp; scissors</p> <p>Thread medium 3D objects</p> <p>Balance tower of objects</p> <p><b>Gross</b></p> <p>Circle and half circle</p> <p>Safe movement around school &amp; lining up</p> <p>Autumn walks</p> <p>Crawl, climb, balance &amp; jump outdoors &amp; large scale construction</p>	<p>Identify feelings about new social situations &amp; unfamiliar people. Build resilience to trust in our safe people</p> <p>Mood Monsters</p> <p>Show a sense of valuable individual: talk about own play interests &amp; choose areas and take turns</p> <p>Talk about families &amp; own routines. Handwashing, healthy body, sleep, teeth, meal &amp; screen-time</p> <p>Home role-play theme</p> <p>Perseverance: making a special friend. Play using a shared theme</p> <p>Respectful Relationships: learning basic routines &amp; expectations</p>	<p><b>Counting</b></p> <p>Counts objects, actions and sounds – recites numbers to 10 and beyond and back again</p> <p>Cardinal counting</p> <p>Counting up to 10 using objects</p> <p><b>Linking Numerals and Amounts</b></p> <p>Link the number symbol (numeral) with its cardinal number value – matches the numeral with a group of items to show how many there are up to 10</p> <p><b>Subitising 1, 2, 3</b></p> <p>Baseline</p>	<p>Observe and draw the school and church, people &amp; places in Cockermouth that are special to them</p> <p>Share <i>Let's Build a House</i> non-fiction text</p> <p>Draw story setting man, hills &amp; houses</p> <p>Observe, draw &amp; name parts of a tree &amp; some seeds (conker, acorn)</p> <p>Talk about and experience effects of Autumn: what they see, hear, smell &amp; feel</p> <p>Looking at houses around the world</p>	<p>Draw representations of people &amp; objects</p> <p>Look at a range of and comment on famous self-representations and portraits</p> <p>Start to develop awareness of structure of trees and buildings through line drawing</p> <p><i>Bigger Trees near Warter</i> - David Hockney</p> <p>Sing songs in a group</p>  <p>Develop storylines in their play</p> <p>Sing favourite/ familiar songs, matching pitch, melody, rhythm and pulse.</p>

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Autumn 1 Rosie's Walk	<p>Name parts of a book - cover, pages, left-right, top-bottom and Fiction/non-fiction Care of books</p> <p>Meaning &amp; Purpose: Listen &amp; recall a sequence/ story with actions</p> <p>Name characters</p> <p>Read &amp; write own name &amp; labels</p> <p>Phonics: Little Wandle</p> <p>Recognise words with the same initial sound</p>	<p>Become familiar with &amp; retell the story with some exact repetition or own words</p> <p>Use &amp; group vocabulary for farms: <i>mill, yard, haystack, field, hen coop, farmhouse, tractor</i></p> <p>Describe: <i>Sly, sneaky, fox, Curious, happy, hen</i></p> <p>Non-fiction farm books to develop deep familiarity with vocabulary</p> <p>Use prepositions to answer <i>where?</i></p> <p>Learn farm rhymes &amp; poems</p>	<p><b>Fine</b> Finger songs &amp; rhymes</p> <p><b>Gross</b> PE: bean bag skills; balance &amp; ball skills</p>	<p>Respectful Relationships: learning basic routines &amp; expectations</p> <p>Create a Talk Den</p> <p>Be aware of others' views - perspective of others: through story characters <i>happy, content, safe, sly, sneaky, funny &amp; cheeky</i></p> <p>Talk about own interests &amp; family activities to identify as an individual personality</p> <p>Walk around a new part of school – self regulation of feelings: <i>shy, nervous, curious, excited &amp; surprised</i></p> <p>Independent toileting, washing hands &amp; dressing for outdoors</p>	<p><b>Measure</b> Compare length, weight and capacity – becomes familiar with measuring tools in everyday experiences, play and construction</p> <p><b>Problem solving and Composition of Numbers</b> Numbers 2 &amp; 3 – shows awareness that numbers are composed of smaller numbers, exploring portioning in different ways with a wide range of objects</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies, “+” and double</p> <p><b>Subitising 1, 2, 3</b></p>	<p>Observe &amp; describe chickens</p> <p>Share non-fiction texts about hens</p> <p>Recognise places in Cockermonth, special to the community describing what they see, hear &amp; feel</p> <p>New &amp; old auction market; learning about local farming</p> <p>Robinson Mitchell statue</p> <p>Looking past and present tractors</p>	<p>Explore basic textures, collages, experiment with materials e.g. masking tape, play dough</p> <p>Use brushes, tools &amp; natural objects to make marks/ patterns</p> <p>Listen &amp; give a view of favourite songs. Follow pulse &amp; action, pitch &amp; rhyme.</p> <p>Line drawings of local buildings and landscapes.</p>


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Autumn 2 The Little Red Hen	<p>Segment &amp; blend sounds into cvc words</p> <p>Name parts of a book: cover, title, pages &amp; author</p> <p>Meaning &amp; Purpose: Listen &amp; recall a sequence/ story with phrases</p> <p>Baking/recipe books</p> <p>Phonics: Little Wandle</p> <p>Recognise words with the same initial sound</p> <p>Spell some cvc words by identifying sounds &amp; writing with letters</p>	<p>Become familiar with &amp; retell the story with exact repetition &amp; own words</p> <p>Future tense in narrative question <i>who will?</i></p> <p>Use connectives including <i>and</i> &amp; <i>because</i></p> <p>Understand negative phrases</p> <p>Use &amp; answer <i>who, how</i> &amp; <i>why</i> questions</p> <p>Use new vocabulary <i>seed</i> to <i>bread</i> sequence</p>	<p><b>Fine</b> Cut/ fold circles</p> <p>Threading, winding, elastic &amp; wool</p> <p>Balance &amp; roll marbles</p> <p>Grinding, mixing &amp; kneading</p> <p><b>Gross</b> Use space, adjust speed, change direction, run, hop &amp; skip</p>	<p>Initiate conversations &amp; form good relationships with peers &amp; familiar adults</p> <p>Join in mixed groups &amp; welcome others in play in shared themes. Be aware of others' views</p> <p>Perspective of others: through story characters talk about &amp; name friend(s) &amp; how we help each other</p> <p>Build cooperation, perseverance &amp; resilience in challenges such as problem solving group obstacle courses &amp; paired blindfold games</p>	<p><b>Counting</b> Counts objects, actions and sounds – sequencing numerals in order 0-10</p> <p><b>Subitising</b> Subitise – numbers to 4 and maybe 5</p> <p><b>Shape and Space</b> Select, rotate and manipulate shapes to develop spatial reasoning skills – uses informal language, analogies &amp; mathematical terms to describe shapes. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p><b>Counting</b> Rote count beyond 10 – recognising the pattern of the counting system</p>	<p>Hindu Festival - Diwali story <a href="https://vimeo.com/273818726">https://vimeo.com/273818726</a></p> <p>Share non-fiction/ recipe texts about baking</p> <p>Observe state of matter: baking bread</p> <p>Seed to bread sequence: grind, mix, stir, knead dough &amp; bake bread</p> <p>Observe &amp; make spiders &amp; web patterns</p> <p>Harvest, Halloween, Bonfire Night &amp; Remembrance cultural activities</p> <p>Looking at where we can buy foods like bread and eggs</p>	<p>Rangoli patterns</p> <p>Draw &amp; collage to represent objects, shape and colour</p> <p>Picasso, Cubism, Still Life</p>  <p>Fill, fold, cut &amp; half</p> <p>Listening to lyrics. Coordinating moves.</p> <p>Hands in the air song; elements and adaption of a song.</p> <p>Watch and learn to replicate Diwali Indian dances.</p>

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Autumn 2 We're Going on a Bear Hunt	<p>Blend &amp; start to segment cvc words. Segment &amp; blend as above to read &amp; write words &amp; phrases. Read some Phase 2 tricky words</p> <p>Name parts of a book – cover, title, author and pages</p> <p>Meaning &amp; Purpose: Listen &amp; recall a sequence/ story with phrases</p> <p>Non-fiction books about bears &amp; the Arctic</p> <p>Write some words using known sound and letter correspondences</p> <p>Phonics: Little Wandle</p> <p>Recommended read: <i>Stanley's Stick</i></p>	<p>Retell the story using learned narrative <i>who, where</i> and <i>how</i></p> <p>Try to use past, present &amp; future tenses (seasonal changes)</p> <p>Stories of similar settings to develop deep familiarity with seasons &amp; terrain vocabulary</p> <p>Use range of new adjectives &amp; connectives <i>so, but, then</i> to talk about the story</p> <p>Use talk to help organise thinking &amp; activities</p> <p>Become familiar with &amp; retell the Christmas story</p>	<p><b>Fine</b> Thread, link &amp; bend medium sized objects</p> <p>Control of malleable materials</p> <p>Slide &amp; link small paper clips</p> <p>Link &amp; join – paper chains</p> <p>Bear hunt yoga</p>	<p>Vocabulary to describe feelings</p> <p>Talk about how we show feelings</p> <p>Explore expressions through story role-play</p> <p>Identify and set goals, describe feelings &amp; persevere with physical &amp; emotional challenges</p> <p>Perspective of others: through real characters. Talk about &amp; name explorer(s).</p> <p>Perspective of others: through learning about cultural experiences</p> <p>Make comparisons &amp; talk about own traditions, needs &amp; wants at Christmas</p>	<p><b>Comparing Quantities and Numbers</b> Compare Numbers – uses number names and symbols, showing interest in large numbers. Estimates of things, showing understanding of relative size.</p> <p><b>Problem solving and Composition of Numbers</b> Numbers 4 &amp; 5 - shows awareness that numbers are composed of smaller numbers, exploring portioning in different ways with a wide range of objects. Explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-” and double</p>	<p>Talk about effects of Winter, describing what they smell, see hear &amp; feel</p> <p>Non-fiction texts Winter weather: snow &amp; ice, about bears &amp; the Arctic</p> <p>Sequence seasons</p> <p>David Attenborough <a href="https://www.youtube.com/watch?v=N8JD_P2J24g">https://www.youtube.com/watch?v=N8JD_P2J24g</a></p> <p>Christmas traditions Images of past &amp; present &amp; toys</p> <p>Visit to church</p> <p>Different habitats around the world</p>	<p>Printing using footprints &amp; toys</p> <p>Patterns in sand: pouring through holes</p> <p>Malleable materials: mould, pinch, dig &amp; pile-up</p> <p>Sensory modelling using natural resources</p> <p>Woodland Rap Music Polar Bear Rap music</p> <p>Christmas Nativity performance and songs</p> <p>Song repertoire; create class disco playlists. replicate choreographed pop song dances.</p>


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Spring 1 Three Billy Goats Gruff	<p>Blend &amp; start to segment cvc words. Start to blend &amp; segment ccvcs using first digraphs. Read Phase 2 &amp; some Phase 3 tricky words &amp; plurals</p> <p>Meaning &amp; Purpose: Sequence &amp; retell stories</p> <p>Phonics: Little Wandle</p> <p>Write labels &amp; captions with some known sound &amp; letter correspondences &amp; re-read to check sense</p>	<p>Use language to imagine &amp; recreate roles &amp; experiences of stories</p> <p>Anticipate key events</p> <p>Ask &amp; answer <i>who, where, how &amp; why</i> questions</p> <p>Follow instructions &amp; ideas in two or three steps &amp; using <i>first, next &amp; finally</i></p> <p>Use talk to help solve problems &amp; organise thinking &amp; activities</p> <p>Troll character description</p> <p>Pay attention to &amp; use the sound of alliteration</p>	<p><b>Fine</b> Brush control</p> <p><b>DT</b> Simple sequenced folding &amp; bending</p>	<p>Constructive &amp; respectful relationships: perspective of others through story characters</p> <p>Identify emotions in conflict &amp; talk about how to resolve it e.g. finding a compromise</p> <p>Feelings of sharing &amp; kindness with others</p> <p>Play in other groupings than friendship</p> <p>Uncomfortable feelings</p> <p>Perseverance in making mistakes &amp; evaluating</p> <p>Manage own needs through learnt routines</p>	<p><b>Subitising</b> Subitise – conceptually subitise larger numbers by subitising smaller groups within the number</p> <p><b>Comparing Quantities and Numbers</b> Understand the ‘one more than/one less than’ relationship between consecutive numbers – in practical activities, adds 1 and subtracts 1 with numbers to 10. Number lines. Staircase patterns</p> <p><b>Pattern</b> Continue, copy and create repeating patterns – spots patterns in the environment, beginning to identify ‘rule’ (including AB, ABB, ABBC)</p>	<p>Observe &amp; describe wood, stone, metal</p> <p>Explore magnets &amp; what is seen</p> <p>Goats have ..., do ..., are ...</p> <p>Share non-fiction texts to observe, draw &amp; build models</p> <p>Observe similarities &amp; differences of famous bridges: Tower Bridge, Millennium Bridge, Golden Gate, The Nile, The Amazon &amp; local rivers</p> <p>Calendars: special events in months</p> <p>Chinese New Year</p> <p>Buddhism</p>	<p>Paint water patterns</p> <p><i>Monet’s Bridge over a Pond of Water Lilies &amp; Water Lilies Series</i></p> <p>Create imaginary characters (troll)</p> <p><b>DT</b> Bend materials to build bridges</p> <p>Build walls in different patterns</p> <p>Underwater sounds.</p> <p>Celebration music – Replicate a dragon dance.</p> <p>Zen music, meditation</p>

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Spring 1 People Who Help Us.	<p>Blend &amp; start to segment cvc words. Start to blend &amp; segment ccvcs using first digraphs. Read Phase 3 tricky words</p> <p>Meaning &amp; Purpose: Information books</p> <p>Phonics: Little Wandle</p> <p>Write some Phase 2 tricky words</p> <p>Attempt to write short sentences with known sound &amp; letter correspondences &amp; re-read to check sense</p> <p>Recommended read: <i>Hairy McClary series</i></p>	<p>Talk about own needs, wants, opinions &amp; ask for help</p> <p>Talk to clarify ideas &amp; feelings about jobs: Why we would/ would not like to do them</p> <p>Use language to name &amp; model a job role: Health care Dentist Animal care Care giver Emergency services</p>	<p><b>Fine</b> <b>DT:</b> construct using kits/ collage with increasing control &amp; repeating patterns</p> <p><b>Gross</b></p>	<p>Care for living things</p> <p>Special people to us</p> <p>Our safe people</p> <p>Name &amp; talk about Emergency Services &amp; transport</p> <p><i>NSPCC Underpants Rules</i></p> <p>Identify &amp; eat a healthy range of foodstuffs. Understand need for variety in food</p> <p>Identify feelings of needing &amp; receiving as well as giving help</p> <p>Show a sense of valuable individual: talk about own interests in job roles &amp; own skills</p> <p>Understand that exercise, eating, sleeping &amp; hygiene can contribute to good health</p> <p>School counsellor session – good habits</p> <p>Dental hygiene &amp; visit</p>	<p><b>Shape and Space</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can – enjoys composing and decomposing shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems, and visualising what they will build. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p><b>Problem solving and Composition of Numbers</b> Numbers 6 &amp; 7 - shows awareness that numbers are composed of smaller numbers, exploring portioning in different ways with a wide range of objects. Explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-” odd or even and double</p>	<p>Share non-fiction texts about job roles &amp; services</p> <p>Talk &amp; ask questions about other roles in society &amp; jobs</p> <p>Recognise, observe &amp; describe buildings of Cockermouth Police, Fire &amp; Hospital</p> <p>Growth of ourselves: height, feet &amp; size</p> <p>Valentine’s Day, Mothers’ Day &amp; weddings - images &amp; artefacts of past &amp; present</p>	<p>Printing using fingerprints &amp; other small scale mark making</p> <p>Printing repeating patterns</p> <p>Bend &amp; curve paper: bridges &amp; hearts</p> <p>Music performances from visitors.</p>

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Spring 2 The Enormous Turnip	<p>Blend &amp; segment cvcs &amp; ccvcs</p> <p>Meaning &amp; Purpose: Anticipate key events &amp; sequence &amp; retell stories</p> <p>Read &amp; write some Phase 3 tricky words</p> <p>Phonics: Little Wandle</p> <p>Start to write short sentences with known sound &amp; letter correspondences &amp; re-read to check sense</p>	<p>Answer <i>how &amp; why questions</i> about characters, objects experiences, stories or events</p> <p>Anticipate key events</p> <p>Past tense - <i>planted, pulled, pushed</i></p> <p>Vocabulary: group &amp; name - <i>fruit, vegetables, meats, pasta, rice, sugar</i></p> <p>Introduce own storyline or narrative into play</p> <p>Use talk to help solve problems &amp; organise thinking &amp; activities - <i>I might ... I could ...</i></p>	<p><b>Fine</b></p> <p>Thread, link &amp; bend small objects</p> <p>Cut up foods &amp; use knife &amp; fork</p> <p>Pencil accuracy &amp; care for fluent writing</p> <p><b>Gross</b></p>	<p>Managing own needs through understanding, helping each other, taking turns, sharing &amp; team work</p> <p>Perseverance in trying repeatedly &amp; evaluating</p> <p>Describe self in positive terms &amp; talk about new personal &amp; team skills/goals</p> <p>Personal food choices: exploring, talking about &amp; trying new vegetables</p> <p>Eat a healthy range of foodstuffs &amp; understand need for variety in food</p>	<p><b>Pattern</b></p> <p>Continue, copy and create repeating patterns – create and recreate repeating patterns, beyond AB patterns and identify the unit of repeat</p> <p><b>Measure</b></p> <p>Compare length, weight and capacity – problems involving prediction and comparisons of length, weight or capacity, paying attention to fairness and accuracy</p> <p><b>Shape and Space</b></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Share non-fiction texts about types of Spring weather</p> <p>Observe, draw &amp; name parts of flowers: snowdrops &amp; daffodils</p> <p>Talk about effects of Spring, describing what they smell, see, hear &amp; feel</p> <p>Observe process of growth of foods &amp; changing state of matter through cooking (hard/soft/ solid/ liquid)</p> <p>Sequence of generations</p> <p>Things grown in different countries</p>	<p>Observational drawing of fruits &amp; vegetables, including their insides</p> <p><i>The dot</i></p> <p>Use different drawing tools</p> <p>Printing with vegetables</p> <p><b>DT</b> 3D flowers</p> <p>The Enormous turnip song</p>

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Spring 2 Pirates Love Underpants	<p>Meaning &amp; Purpose: Sequence &amp; retell stories &amp; respond with relevant comments, questions &amp; actions</p> <p>Phonics: Little Wandle</p> <p>Use some Phase 3 tricky words within short sentences. Start to use capital letters &amp; full stops</p> <p>Recommended read: <i>Where the wild things are</i></p>	<p>Character descriptions &amp; nonsense phrases</p> <p>Use alliteration</p> <p>Introduce own storyline or narrative into play</p> <p>Use talk to help solve problems &amp; organise thinking &amp; activities: <i>I might ... I could ...</i></p> <p>Answer <i>how &amp; why</i> questions about characters, objects experiences, stories or events</p> <p>Pay attention to &amp; use the sound of rhyme &amp; alliteration</p>	<p><b>Fine</b></p> <p><b>DT:</b> Balancing &amp; floating - make movement by blowing</p> <p>Draw link patterns e.g. figure of 8</p> <p><b>Gross</b></p>	<p>NSPCC <i>Underpants rules</i></p> <p>Independence in routines: simple dressing &amp; changing</p> <p>Toileting &amp; hygiene including at mealtimes</p> <p>Taking account of one another's ideas to organise an activity</p> <p>Perspective of others: through story characters Talk about competition &amp; teamwork</p>	<p><b>Problem solving and Composition of Numbers</b></p> <p>Numbers 8 &amp; 9 – shows awareness that numbers are composed of smaller numbers, exploring portioning in different ways with a wide range of objects. Explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-” odd or even and double</p>	<p>Observe &amp; describe parts of boats</p> <p>Observe &amp; describe floating materials &amp; moving sails</p> <p>The story of Archimedes and his Bath</p> <p>Reading &amp; making symbols on maps</p> <p>Compare pirates: Blackbeard, Anne Bony, Black Bart, William Kidd</p> <p>Old and new ships</p> <p>Easter traditions</p>	<p>Monet <i>Red Boats</i> painting</p>  <p>Make boats using containers &amp; solid objects</p> <p>Moving objects by blowing</p> <p>Sea shanty song performance.</p>



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Summer 1 Yucky Worms	<p>Meaning &amp; Purpose: Non-fiction features - title, heading, picture, label</p> <p>Know sounds for 10 digraphs</p> <p>Phonics: Little Wandle some Phase 3 tricky words words</p> <p>Use capital letters &amp; full stops</p> <p>Sequence and write simple fact files</p>	<p>Follow instructions involving several actions or ideas</p> <p>Connect ideas using some conjunctions: <i>and, so, because, but</i></p> <p><i>First, next, then finally</i></p>	<p><b>Fine</b> DT: Zig-zag folding</p> <p>Tearing paper shapes</p> <p>Make changes to material forms by blowing &amp; mixing</p> <p><b>Gross</b></p>	<p>Understanding of needs of all living things: basic needs of animals</p> <p>Care &amp; concern for animals including healthy foodstuffs</p> <p>Identifying &amp; caring for forms of new life</p> <p>Show a sense of valuable individual: talk about own interests &amp; emotions in minibeast theme</p>	<p><b>Number Bonds</b> Automatically recall number bonds for numbers 0-5 (including subtraction facts)</p> <p><b>Rote counting</b> to 20</p>	<p>Non-fiction <i>Yucky Worms</i></p> <p>Observe, draw &amp; name parts of a worm with accuracy</p> <p>Jelly worm in vinegar &amp; baking soda</p> <p>Experiment &amp; make bubble worms/snakes</p> <p>Building wormeries: change in matter of earth materials -soil gravel &amp; sand</p> <p>Observe, draw, name &amp; group rocks: colour, texture. Science Lab role-play</p> <p>Different geographical features around the world</p>	<p>Matisse large paper tearing art <i>The Snail</i></p>  <p>DT Paper &amp; materials: textures &amp; collage</p> <p>Mud painting</p> <p>Nursery rhymes with instruments.</p>

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Summer 1 Billy's Beetle	<p>Meaning &amp; Purpose: Sequence &amp; retell stories &amp; respond with relevant comments, questions &amp; actions. Read some Phase 4 tricky words</p> <p>Phonics: Little Wandle</p> <p>Use capital letters &amp; full stops</p> <p>Sequence &amp; make own books</p> <p>Recommended read: <i>What the Ladybird Heard</i></p>	<p>Group &amp; use plurals &amp; name mini-beasts</p> <p>Explore - <i>what is a minibeast?</i> by asking &amp; answering questions</p> <p>Give explanations to connect ideas using some conjunctions <i>and, so, because, but</i></p>	<p><b>Fine</b> DT Cutting out range of patterns with a continuous cut</p> <p>Large-scale cutting</p> <p><b>Gross</b></p>	<p>Understanding the needs of all living things: basic needs of animals</p> <p>Care &amp; concern for animals including healthy foodstuffs</p> <p>Identifying &amp; caring for forms of new life</p> <p>Show a sense of valuable individual: talk about own interests &amp; emotions in minibeast theme</p>	<p><b>Problem solving and Composition of Numbers</b> Number 10 -shows awareness that numbers are composed of smaller numbers, exploring portioning in different ways with a wide range of objects. Explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and "+" or "-" " odd or even and double</p> <p><b>Number Bonds</b> Automatically recall some number bonds for numbers 0-10 (including subtraction facts)</p>	<p>Share non-fiction texts about insects</p> <p>Minibeast hunt</p> <p>Observe, draw &amp; name minibeasts' body parts.</p> <p>Minibeast fact files</p> <p>Sequence the life cycle of a butterfly &amp; a frog</p> <p>Non-fiction books about The Rainforest environment: insects &amp; animals</p>	<p>Butterfly simple symmetry</p> <p>Nursery rhyme performances.</p> <p>Rainforest Rap</p> <p>Rainforest sounds.</p>

	Literacy	Communication and Language	Physical Development	Personal, Social and Emotional Development	Mathematics	Understanding the World	Expressive Arts and Design
Summer 2 Jack & the Beanstalk	<p>Meaning &amp; Purpose: Sequence &amp; retell stories &amp; respond with relevant comments, questions &amp; actions</p> <p>Read some Phase 4 tricky words</p> <p>Re-read own work for sense</p> <p>Phonics: Little Wandle</p> <p>Use capital letters &amp; full stops</p> <p>Sequence &amp; make own books</p> <p>Recommended read: <i>Room on the Broom</i></p>	<p><i>Castles, drawbridge, tower, turret</i></p> <p>Articulate ideas &amp; thoughts in well-formed sentences</p> <p>Connect ideas using connectives <i>and, so, because</i></p> <p>Hot seating: talking in the past tense</p>	<p><b>Fine</b></p> <p>Treasury tags &amp; split pins</p> <p>Linking natural materials</p> <p><b>DT:</b> Exploring &amp; recreating the structures of towers, turrets &amp; castles</p> <p>Drawing castles with accuracy &amp; care</p> <p><b>Gross</b></p>	<p>Understanding the needs of all living things: basic needs of plants</p> <p>Narrating own personal food choice of healthy range of foodstuffs &amp; understand need for variety in food</p> <p>Is everything we grow healthy?</p> <p>Explore &amp; describe feelings of overcoming fear</p> <p>Perspective of others: confidence in own ability through story characters.</p> <p>Self-care &amp; awareness of sun safety</p> <p>Following linked instructions as a team</p>	<p><b>Measure</b></p> <p>Compare length, weight and capacity – problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</p> <p><b>Number Bonds</b></p> <p>Automatically recall number bonds for numbers 0-5 (including subtraction facts)</p>	<p>Talk about effects of Summer, describing what they see, smell, hear &amp; feel</p> <p><i>Share Sunflower Shoots &amp; Muddy Boots</i></p> <p>Observe &amp; describe what a plant needs for growth</p> <p>Observe, draw &amp; name parts of flowers &amp; plants</p> <p>Explore how plants drink water (dye)</p> <p>Castle features: life in the castle</p> <p>Past &amp; present life: images of castles</p> <p>Cockermouth Castle</p>	<p><b>DT</b> Daisy chains &amp; leaf chains</p> <p>Making paper characters</p> <p>Role play as fantasy characters including dragons</p> <p>Fluency of movement</p> <p>Extended linked performances of songs. Jack and the Beanstalk bbc.</p>

	Literacy	Communication and Language	Physical Development	Personal, Social and Emotional Development	Mathematics	Understanding the World	Expressive Arts and Design
Summer 2 Sharing a shell	<p>Meaning &amp; Purpose: Sequence, spot &amp; suggest rhyme in story</p> <p>Phonics: Little Wandle</p> <p>Re-read own work for sense</p> <p>Write a postcard</p> <p>Use capital letters &amp; full stops</p> <p>Recommended read: <i>Rainbow Fish</i></p> <p><b>Statutory ELG: Comprehension:</b> 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>Describe beach scenes</p> <p>Group &amp; name sea creatures</p> <p>Using past &amp; present vocabulary to compare the past</p> <p><b>Statutory ELG: Listening, Attention and Understanding:</b> 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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversations when engaged in back-and-forth exchanges</p>	<p><b>Fine</b> Paper cones</p> <p>Sequencing folding – aeroplanes</p> <p><b>Gross</b></p> <p><b>Statutory ELG: Gross Motor Skills:</b> negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>Statutory ELG: Fine Motor Skills:</b> hold a pencil effectively in preparation for</p>	<p>Transition visits to Year 1</p> <p>Identify feelings about new social situations &amp; unfamiliar people</p> <p>Express feelings using descriptive language</p> <p>Build resilience to trust in our safe people</p> <p>Self-care &amp; awareness of sun safety</p> <p><b>Statutory ELG: Self-Regulation:</b> show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p><b>Statutory ELG: Number:</b> Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p><b>Statutory ELG: Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than, or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how</p>	<p>Share non-fiction texts about types of Summer weather &amp; water sources</p> <p>Observe, name &amp; describe forms of water</p> <p>Beach visit</p> <p>Draw, name &amp; describe sea creatures</p> <p>Talking about holiday activities: Victorian &amp; now - pictures from home</p> <p><b>Statutory ELG: Past and Present:</b> talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings,</p>	<p>Paper limpets with patterns</p> <p>Mini Zen sand garden patterns</p> <p>Beach and sea sounds, meditation.</p> <p><b>Statutory ELG: Creating with materials:</b> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p><b>Statutory ELG: Being imaginative and Expressive:</b> invent, adapt and recount narratives and stories with peers and their teacher</p>

<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>Statutory ELG: Word Reading:</b> 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><b>Statutory ELG: Writing:</b> 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>	<p>with their teachers and peers</p> <p><b>Statutory ELG: Speaking:</b> participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modeling and support from their teacher</p>	<p>fluent writing – using the tripod grip in almost all cases</p> <p>Using a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p>	<p><b>Statutory ELG: Managing Self:</b> be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Statutory ELG: Building Relationships:</b> work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others’ needs</p>	<p>quantities can be distributed equally</p>	<p>characters and events encountered in books read in class and storytelling</p> <p><b>Statutory ELG: People, Culture and Communities:</b> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps</p> <p><b>Statutory ELG: The Natural World:</b> explore the natural world around them, making observations and</p>	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and –when appropriate-try to move in time with music</p>
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						<p>drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	
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### Planning

Throughout the year, staff will decide how best to teach, support & extend children’s learning, based on observations & assessments, using the following steps:

- Plan in specific experience(s) to teach all a skill or knowledge each day (class or group, adult-led) linked to the *Talk for Writing* theme.
- Plan in generous time to extend & deepen play & for interactions & learning in partnership with children. Support meaningful interactions & back-&-forth conversations. Use this time to engage with children to co-construct next steps together. This could be enhancements in the moment (Planning-in-Action). This could be observing how well they have used a prior taught skill & planning an individual or group activity in the future.
- Consider where you can use children’s interests in developing the planning (child-led) for future enhancements or widening a theme’s coverage.

### Observation

Staff observe children as they act & interact in their play, everyday activities & planned activities, & learn from parents about what the child does at home. Formal recorded observation through Focus Child (half-termly) includes a child on their own, a child with others or while engaging with the adult (Observation-in-Action). These will cover WOW moments & extended observations.

### Gap Analysis

At each data collection point the summative assessment will be used to inform gap analysis. Where there are wider areas of concern, the classroom provision will be adapted to provide a deeper opportunity to learn & develop in this area.