



	Term 1 It's Good to be Me	Term 2 Changes	Term 3 The amazing world around us	Term 4 Go on an adventure!	Term 5 Let's watch it grow	Term 6 The Great Outdoors
Key Texts	The Great Big Book of Families – <i>Mary Hoffman</i> Goldilocks and the Three Bears The Scarecrow's Wedding – <i>Julia Donaldson</i>	Tree Seasons come, Seasons Go – <i>Patricia Hegarty</i> Big Red Bath – <i>Julia Jarman</i> Stickman – <i>Julia Donaldson</i>	The Three Billy Goats Gruff This Moose Belongs to Me – <i>Oliver Jeffers</i> The Gruffalo – <i>Julia Donaldson</i>	Little Red Riding Hood How to Catch a Star – <i>Oliver Jeffers</i> Poles Apart – <i>Jeanne Willis</i>	The Tiny Seed – <i>Eric Carle</i> The Great Paper Caper – <i>Oliver Jeffers</i> Supertato – <i>Sue Hendra</i>	What the Ladybird Heard – <i>Julia Donaldson</i> Handa's Hen – <i>Eileen Browne</i> The Train Ride – <i>June Crebbin</i>
Key Themes	All about me, my family, houses and homes, Harvest and celebrations.	Weather, seasonal changes, changes in matter and celebrations.	Animals and their habitats	People who help us	Growing, planting	Comparing environments, mini-beasts and life cycles
Festivals and key events	Harvest Weddings	Diwali Bonfire Night Christmas Remembrance	Pancake Day	Easter		Sports Day
Key skills that will be taught to support each area of learning						
Communication and Language Development	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. All children will have extensive opportunities to engage in quality conversations with both adults and peers throughout the day in a language-rich environment. High-quality interactions between adults and children and between peers will support the development of all children's communication and language. All children will be immersed in high quality texts where adults will read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to use and embed new words in a range of contexts.					

<p>Personal, Social and Emotional Development</p> <p><i>At GHS, we use Jigsaw to support our teaching of PSED.</i></p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong, warm and supportive relationships with the adults in the setting will enable the children to learn how to understand their own feelings and those of others. Children will be supported in managing emotions, developing a positive sense of self, setting themselves simple goals and having confidence in their own abilities. Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform for all children so that they can achieve at school and in later life.</p>					
<p>Physical Development (fine motor and gross motor)</p>	<p>Welcome to school, SBI CALM code, values, class rules, establishing routines, forming new relationships</p>	<p>Jigsaw – Being Me in My world</p> <p>Respectful friendships / being safe</p> <p>How can we make other people feel welcome?</p>	<p>Jigsaw – Dreams and Goals</p> <p>Mental well being</p> <p>What does it mean to feel proud?</p>	<p>Jigsaw – Healthy me</p> <p>Physical health and fitness / healthy eating.</p> <p>How do we stay healthy and safe?</p>	<p>Jigsaw – Relationships</p> <p>How do we stop ourselves from being lonely?</p>	<p>Jigsaw – Changing me</p> <p>Changing bodies / caring friendships.</p> <p>How do we feel when changes happen?</p>
	<p>Children will take part in the ‘Squiggle whilst you wiggle’ programme and ‘Dough Disco’ throughout the year to support the development of both gross and fine motor skills. All children will be immersed in opportunities to develop both their fine and gross motor skills through high quality resources and activities in our inside and outside environments. Activities that enable children to make progress in cutting, threading, pencil grip and letter formation will be planned for using our SBI progression of skills documents.</p>					
	<p>Start daily Dough Disco sessions followed by fine motor activity.</p> <p>Help individual children to develop good personal hygiene.</p> <p>Set routines for handwashing, hygiene and toileting.</p> <p>Playing a range of cooperation games (parachute, pass the ball circle games, etc)</p>	<p>Start daily Dough Disco sessions followed by fine motor activity.</p> <p>Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and scooters.</p>	<p>Introducing fine motor activities through early morning tasks.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Fine motor activities through early morning tasks.</p> <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance</p>	<p>Introduce handwriting sessions through early morning tasks.</p> <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Handwriting sessions through early morning tasks.</p> <p>Races / team games involving gross motor movements dance related activities.</p>
	<p>All children will have exposure to and opportunity to learn a variety of high-quality texts, poems and songs by heart. See school reading spine. The learning environment will promote a love of reading and encourage all children to explore a range of texts through their play.</p>					

<p>Phonics and Early Reading</p> <p><i>We follow the Little Wandle Programme from the first full week in Reception. Chln in reception will begin group reading sessions in Autumn 2 if they are ready and blending securely).</i></p>	<p>Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: Is, I, the</p>	<p>Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Phase 3 graphemes: ai ee igh oa oo oo ar • ur ow oi ear air er • words with double letters • longer words</p> <p>Tricky words: was you they my by all are sure pure</p>	<p>Phase 3 graphemes: Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end</p> <p>Tricky words: Review all taught so far</p>	<p>Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, – ed /id/ /ed/, –est</p> <p>Tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/ –ed /id/ /ed/, –ed /d/ – er, –est • longer words and compound words</p> <p>Tricky words: Review all taught so far</p>
<p>Writing</p> <p><i>Children’s writing skills will work hand in hand with the development of fine motor skills.</i></p>	<p>Learning to write own first names.</p> <p>Exploration of mark making and early stages of letter formation.</p>	<p>Letter formation, writing simple 2 and 3 letter words, labels</p> <p>Spelling phase 2 tricky words.</p>	<p>Letter formation, writing labels and simple captions</p> <p>Spelling phase 2/3 tricky words.</p>	<p>Letter formation, writing labels and simple captions</p> <p>Spelling phase 3 tricky words.</p>	<p>Writing simple sentences using capital letters, finger spaces and full stops. Continuing to develop correct letter formation.</p> <p>Spelling phase 3 tricky words.</p>	<p>Writing sentences to form simple instructions and short narratives. Continuing to develop correct letter formation.</p> <p>Spelling phase 4 tricky words.</p>
<p>Understanding the World</p>	<p>Welly walks around school grounds for children to become familiar with immediate surroundings.</p> <p>Visits from Swindon Fire Brigade – fire safety</p> <p>Visit from a Dentist</p>	<p>Welly walk around school grounds to identify changes in season (Autumn).</p> <p>Observing and talking about the change in matter (marshmallows).</p> <p>Trip to a library</p>	<p>Observing and talking about the change in matter (ice).</p> <p>Trip to local museum</p> <p>Visit from Swindon Police – how do police help us?</p>	<p>Welly walk around school grounds to identify changes in season (Spring)</p> <p>Observing and talking about the change in matter (chocolate crispy cakes).</p> <p>Map skills – drawing and creating linear maps</p> <p>Trip to Swindon Fire Station – compare to fire engines/stations from the past</p>	<p>Drawing pictures of plants and trees in our school grounds.</p> <p>Trip to Lydiard Park</p>	<p>Welly walk around school grounds to identify changes in season (Summer).</p> <p>Comparing contrasting environments using books as a stimulus.</p> <p>Observing and talking about the change in matter (skittle rainbow and warm water).</p>

<p>Expressive Arts and Design</p> <p>Paint and Malleable</p>	<p>Establishing routines for self-resourcing, using paint brushes, paints and water appropriately.</p> <p>Exploring rolling playdough</p>	<p>Colour mixing (primary)</p> <p>Using paintbrushes to create and thick and thin lines.</p> <p>Learning how to pinch, pull and make marks in playdough to create an effect.</p>	<p>Creating shades of colour.</p> <p>Exploring creating different effects using a variety of tools (paint).</p> <p>Experimenting with tools to create a desired effect (plasticine).</p>	<p>Adding white to a shade to create lighter tones.</p> <p>Learning how to choose the correct tools to create a given effect (paint)</p> <p>Painting self-portraits.</p> <p>Exploring paint with different textures.</p> <p>Introduce clay – making a spiral out of clay (making a flat spiral place mat).</p>	<p>Learning how to choose colours for a given purpose.</p> <p>To create a painting of an experience.</p> <p>To learn how to mix colours to match artefacts and objects (plants, flowers, vegetables, etc).</p> <p>Learn how to make a slip using clay and water.</p> <p>Experimenting joining different layers of clay using slip (horizontal)</p>	<p>Learning how to adapt work to improve it.</p> <p>Children to explore painting from their imagination.</p> <p>Introducing children to designing, drawing and making process.</p> <p>Learning how to join layers of clay using slip to create a spiral pot.</p> <p>Create an art exhibition for parents in school – chIn to share their artwork from over the year.</p>
---------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------