

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Autumn/celebrations	Traditional tales	Spring/Creation and Easter	Dinosaurs	Superheroes
Power of Reading texts and Key texts	Ruby's Worry + Other topic based books	Stanley's Stick + Other topic based books	The Gigantic Turnip + Other topic based books	Augustus and his smile + The story of creation and other topic based books	Beware of the crocodile + Other topic based books	Supertato + Other topic based books
<u>Literacy</u> Comprehension Word reading Writing Spirituality links: Children will listen to and read stories that explore big questions about life, love, belonging and hope. Children will have lots of opportunity to write about	Reception – RWI <i>Phonics</i> Nursery – Phase 1 <i>phonics - Instrumental sound discrimination, environmental sounds</i> <i>discrimination, environmental sounds</i> <i>discrimination, body percussion</i> Reception/Nursery – The Power of Reading– Responses to illustrations shared Personal Narratives Letters Cards Thoughts about a story Illustrations sharing emotions Writing in role	Reception – RWI <i>phonics</i> Nursery – Phase 1 <i>phonics - Instrumental sound discrimination, environmental sounds</i> <i>discrimination, body percussion</i> Reception/Nursery – The Power of Reading – Shared Journal Safety Notices Line Poetry Speech/Thought Bubbles	Reception – RWI <i>phonics</i> Nursery – Phase 1 <i>phonics – Rhyme and Alliteration</i> Reception/Nursery – The Power of Reading – Shared Journal Shared write of an alternate story based on the original Recipe writing Story map Bookmaking	Reception – RWI <i>phonics</i> Nursery – Phase 1 <i>phonics – Rhyme and Alliteration</i> Reception/Nursery – The Power of Reading – Book making Message writing Letters Cards	Reception – RWI <i>phonics</i> Nursery – Phase 1 <i>phonics – Oral blending and initial sounds</i> Reception and Nursery – The Power of Reading – Description writing Lists Warnings, advisory writing Explanation texts Statements and question Fact files Map labels	Reception – RWI <i>phonics</i> Nursery – Moving onto RWI phonics before starting reception Reception and Nursery – The Power of Reading – – Simple sentences Captions/speech bubbles Descriptive writing Labels Letters Retell

<p>nature, what they have learnt, things they are interested in and have the opportunity to reflect.</p> <p>Adults will introduce poetry, rhymes and songs that spark wonder and curiosity.</p>	<p>Story maps</p> <p>Own fictional narratives</p>					
<p><u>Mathematics</u></p> <p>Number</p> <p>Numerical patterns</p> <p>Spirituality links: Children will explore patterns and shapes in the world around them. Including in nature and</p>	In Reception and Nursery we deliver a daily maths lesson following the White Rose scheme of learning, supported by Master the Curriculum resources, as well as providing a maths rich learning environment. We also deliver targeted maths intervention during play for those children that need it.					
	Nursery					
	Colours Matching and sorting Number 1 Number 2: Counting and Subitising Number 2: Numeral Pattern		Number 3: Counting and Subitising Number 3: Numeral Number 4: Subitising Number 4: Composition Number 5: Counting and Subitising Number 5: Composition Number 6 Height and Length Mass Capacity		More and fewer One more One less 2D shape 3D shape Number composition Night and day Positional language	
	Reception					

<p>manmade things.</p> <p>Children and adults will reflect on order, balance and harmony in mathematical concepts.</p>	<p><u>Week 1, 2, 3</u> Getting to know the children, settling in</p> <p><u>Week 3, 4, 5</u> Number - match and sort, compare amounts Measure, shape and spatial thinking - compare size, mass and capacity, exploring pattern</p> <p><u>Week 7, 8, 9</u> Number – representing 1, 2 and 3, Comparing 1, 2 and 3, composition of 1, 2 and 3 Measure, shape and spatial thinking – Circles and triangles, positional language</p> <p><u>Week 10, 11, 12</u> Number – representing numbers to 5, one more, one less Measure, shape and spatial thinking – shapes with 4 sides, time</p>	<p><u>Week 1, 2, 3</u> Number – introducing zero, comparing numbers to 5, composition of 4 and 5 Measure, shape and spatial thinking - compare mass (2), Compare capacity (2)</p> <p><u>Week 4, 5, 6</u> Number – 6, 7 and 8, combining 2 amounts, making pairs Measure, shape and spatial thinking – length and height, time</p> <p><u>Week 7, 8, 9</u> Number – counting to 9 and 10, comparing numbers to 10, number bonds to 10 Measure, shape and spatial thinking – 3D shapes, spatial awareness, patterns</p>	<p><u>Week 1, 2, 3</u> Number – building numbers beyond 10, counting patterns beyond 10 Measure, shape and spatial thinking – Spatial reasoning (1), match, rotate, manipulate</p> <p><u>Week 4, 5, 6</u> Number – adding more, taking away Measure, shape and spatial thinking –spatial reasoning (2), compose and decompose</p> <p><u>Week 7, 8, 9</u> Number – doubling and grouping, even and odd Measure, shape and spatial thinking – Spatial reasoning (3) visualise and build</p> <p><u>Week 10, 11, 12</u> Number – deepening understanding patterns and relationships Measure, shape and spatial thinking – Spatial reasoning (5) mapping</p>
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<p><u>Personal, Social and Emotional Development</u></p> <p>Self regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>Spirituality links: Children are encouraged to reflect on their feelings and the feelings of others.</p> <p>Children will explore kindness, forgiveness and fairness during their play with adults and friends.</p>	<p>This is embedded into our curriculum. We teach children about emotions through stories and adult led activities and will have class discussions as issues arise. We promote positive behaviour through teaching children the class rules and why they are important as well as reinforcing positive behaviour. At our school we promote independence by teaching children how to do things for themselves such as toileting and handwashing and putting on their own coats. Children also have plenty of opportunities to develop their social interactions by working together during group work, taking turns and sharing in adult led activities and during their own play. We also have a self regulation board in class where children are encouraged to think about how they feel and move their picture where necessary, children then have the opportunity to discuss their feelings with an adult.</p>		

Children are encouraged to express gratitude for their friends, belongings, nature, food.			
<u>Communication and Language</u>	<i>Communication and language is embedded in the curriculum and the school day – we have structured story time with talk through stories, other story times throughout the day, listening games and adults continuously modelling language and vocabulary throughout the day during play. Children are also encouraged to share news daily and ask and answer questions.</i>		
Listening, attention and understanding			
Speaking			
Spirituality links: Children will have the opportunity listen to and read stories that spark wonder and mystery.			
During listening games, children will pause in silence and reflect on what			
	<u>Talk Through Stories focus texts</u> Can't you sleep little bear Perfectly Norman The Squirrels who Squabbled Cotton Wool Colin I'm in Charge Owl Babies Stick Man A little bit Brave Room on the Broom My Monster and Me Hugless Douglas The Bear and the Piano	<u>Talk Through Stories focus texts:</u> George and the Dragon Elmer The Extraordinary Gardener Billy and the Beast Billy and the Dragon Sonya's chickens Zog Six dinner Sid Click Clack Moo One Snowy Night Ravis Roar Farmer Duck	<u>Talk Through Stories focus texts:</u> Tiddler The Scarecrows Wedding Supertato The Rainbow Fish The invisible The Slightly annoying Elephant Where the Wild Things are The Giant Jam Sandwich Billy's Bucket

<p>they have notices.</p> <p>Adults will use phrases such as “I wonder...” to spark curiosity and deep thought.</p>						
<p>Physical development</p> <p>Spirituality links: Children will have opportunities to express themselves through music and movement.</p> <p>Children will reflect on how different pieces of music and actions can represent different emotions.</p>	<p><i>In Reception we deliver a weekly PE Lesson following the PE HUB scheme of learning. Children also have plenty of opportunity to develop fine motor skills during play through mark making with different resources, playdough and other malleable materials and other fine motor activity. Fine motor intervention is put in place for those children that need it. We also have daily outdoor time where children can develop their gross motor movement riding bikes, playing with balls and using other large scale equipment.</i></p>					
	<p><i>PE Hub – Gymnastics</i></p>	<p><i>PE Hub – Dance</i></p>	<p><i>PE Hub – Body Management</i></p>	<p><i>PE Hub – Speed, Agility Travel</i></p>	<p><i>PE Hub – Manipulation and Coordination</i></p>	<p><i>PE Hub – Cooperate and Solve Problems</i></p>

<p>Children will have the opportunity to explore manmade and natural resources that spark intellectual curiosity and awe.</p>						
<p>Understanding the World</p> <p>Spirituality links:</p> <p>Children will have the opportunity to learn about living things and reflect on their importance within the world.</p> <p>We will observe seasonal changes and the</p>	<p><u>RE – Blackburn Diocese curriculum</u> Friendship</p> <p><u>Science</u> Seasons - Autumn</p> <p><u>History</u> Days of the week months of the year</p> <p><u>Computing</u> Minimash – themed tabs to go with topic Intoduction to Numbots</p>	<p><u>RE – Blackburn Diocese curriculum</u> Christmas</p> <p><u>Geography</u> Day of the dead Our local environment (digimaps, locating Parton Landmarks on a map) Christmas around the world Where is the north pole? (Pinpointing on digimaps) Where is Bethlehem? (Pinpointing on digimaps)</p> <p><u>History</u></p>	<p><u>RE – Blackburn Diocese curriculum</u> Special times</p> <p><u>Science</u> Seasons - Winter Changes over time (turnip and other fruit and veg) Planting seeds</p> <p><u>Geography</u> Little red riding hood bee bot map Our local environment (Following a route around the local environment),</p>	<p><u>RE -Blackburn Diocese curriculum</u> Easter</p> <p><u>Science</u> Seasons - Spring Observing plant grow</p> <p><u>Geography</u> Easter around the world Where would we find the physical geographical features in Augustus and his Smile? (Digimaps)</p> <p><u>History</u></p>	<p><u>RE -Blackburn Diocese curriculum</u> Special places</p> <p><u>Science</u> Seasons Dinosaur habitats Predators and pray</p> <p><u>History</u> Events before our time Comparing now and then Days of the week Months of the year</p> <p><u>Geography</u></p>	<p><u>RE -Blackburn Diocese curriculum</u> Stories Jesus Told</p> <p><u>Science</u> How we can save the world - Effect of litter on the environment Our local environment,</p> <p><u>History</u> Days of the week Months of the year Heroes from the past</p>

<p>beauty in the world around us.</p> <p>Children will explore different cultures and ways of life through RE teaching and reflect on the similarities and differences.</p>		<p>Toys from the past Days of the week months of the year What does Bethlehem look like today compared to what it looked like at the time when Jesus was born?</p> <p><u>Computing</u> Minimash – themed tabs to go with the topic Numbots</p>	<p><u>History</u> Comparing times when the stories are set to today Days of the week months of the year</p> <p><u>Computing</u> Minimash – themed tabs to go with the topic Numbots Beebot fairytale map</p>	<p>Events before our time (story of creation) Similarities and differences between the places in the story Our local environment, where does the train travel to Places we have been to Days of the week Months of the year</p> <p><u>Computing</u> Minimash – themed tabs to go with the topic Bee bots Numbots</p>	<p>Countries where dinosaurs once lived Our local environment, where does the train travel to Places we have been to</p> <p><u>Computing</u> Minimash – themed tabs to go with the topic Bee bots Numbots</p>	<p><u>Computing</u> Purple mash Numbots</p>
<p>Expressive Arts and Design</p> <p>Spirituality links:</p> <p>Children will have the opportunity to express their</p>	<p><i>Children have access to free choice collage, junk modelling and painting with adult interaction at the craft table + playdough and other malleable materials throughout the year. These activities are sometimes themed or are targeted towards the needs of the children and their interests. In Reception we have a weekly music lesson following the Charanga Scheme of Learning. Children also have access to musical instruments during play and also have daily singing time where we will sing a whole host of well known songs and nursery rhymes.</i></p>					
	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
		Listening and responding to	Listening and responding to	Listening and responding to	Listening and responding to	Listen and Appraise

<p>feelings and experiences through artistic effects.</p> <p>Children will have the opportunity to observe and capture nature in their art.</p> <p>Children will have the opportunity to listen to different types of music and reflect on their thoughts and feelings.</p> <p>Children will have the opportunity to use natural resources to create.</p>	Listening and responding to different styles of music	different styles of music	different styles of music	different styles of music	different styles of music	<p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
	Embedding foundations of the interrelated dimensions of music	Embedding foundations of the interrelated dimensions of music	Embedding foundations of the interrelated dimensions of music	Embedding foundations of the interrelated dimensions of music	Embedding foundations of the interrelated dimensions of music	
	Learning to sing or sing along with nursery rhymes and action songs	Learning to sing or sing along with nursery rhymes and action songs	Learning to sing or sing along with nursery rhymes and action songs	Learning to sing or sing along with nursery rhymes and action songs	Learning to sing or sing along with nursery rhymes and action songs	
	Improvising leading to playing classroom instruments	Improvising leading to playing classroom instruments	Improvising leading to playing classroom instruments	Improvising leading to playing classroom instruments	Improvising leading to playing classroom instruments	
	Share and perform the learning that has taken	Share and perform the learning that has taken	Share and perform the learning that has taken	Share and perform the learning that has taken	Share and perform the learning that has taken	

	<i>Planned craft activities</i> Handprints Observational painting Painting with textures Collage Cutting and sticking Making a pom pom worry Mixing colours	<i>Planned craft activities</i> Firework pictures Christmas Decorations Autumn painting Day of the dead craft Mixing colours Cutting and sticking Collage	<i>Planned craft activities</i> Mixing colours Chinese lanterns 3D chick model Painting story stones Mixing colours Cutting and sticking Collage	<i>Planned craft activities</i> <i>Daffodil painting</i> <i>Easter</i> <i>Mother's day cards</i> Spring pictures Junk modelling free choice	<i>Planned craft activities</i> Dinosaurs footprint printing Drawing/painting dinosaurs Cutting and sticking Collage Junk model stegosaurus	<i>Planned craft activities</i> Super hero masks Super mobile junk model A super potato
Educational visits	Autumn trip to Brockhole	Christmas trip to the theatre		Lake district wildlife park	Dinosaur workshop to visit school	Firemen/police visit