

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Autumn/Celebrations	Traditional tales	Spring and Easter	Minibeasts	Under the Sea
<b>Power of Reading texts and Key texts</b>	The Gruffalo  And other topic based books	The Train Ride + Other topic based books	The Runaway Chapati + The Gingerbread Man and other traditional tales	Bog Baby + The Easter story and other topic based books	The Secret Sky Garden + Other topic based books	Surprising sharks + Other topic based books
<b><u>Literacy</u></b>  <b>Comprehension</b>  <b>Word reading</b>  <b>Writing</b>  <b>Spirituality links: Children will listen to and read stories that explore big questions about life, love, belonging and hope.</b>  <b>Children will have lots of opportunity to</b>	<b><i>Reception – RWI</i></b> <i>Phonics</i> <b><i>Nursery – Phase 1</i></b> <i>phonics - Instrumental sound discrimination, environmental sounds discrimination, body percussion</i>  <b><i>Power of Reading</i></b> <i>Class journal</i> <i>Thought bubbles</i> <i>Animal and woodland poems</i> <i>Letters and notes to the animals</i> <i>Shopping list</i> <i>Character description</i>	<b><i>Reception – RWI</i></b> <i>phonics</i> <b><i>Nursery – Phase 1</i></b> <i>phonics - Instrumental sound discrimination, environmental sounds discrimination, body percussion</i>  <b><i>Power of Reading</i></b> <i>Rewriting stories</i> <i>Postcards</i> <i>Writing new stories</i>	<b><i>Reception – RWI</i></b> <i>phonics</i> <b><i>Nursery – Phase 1</i></b> <i>phonics – Rhyme and Alliteration</i>  <b><i>Power of Reading</i></b> <i>Recipe writing</i> <i>Fact files</i> <i>Letters</i> <i>Shared questions</i>	<b><i>Reception – RWI</i></b> <i>phonics</i> <b><i>Nursery – Phase 1</i></b> <i>phonics – Rhyme and Alliteration</i>  <b><i>Power of Reading</i></b> <i>Instructions</i> <i>Lists</i> <i>Fantasy stories</i> <i>Recounts</i>	<b><i>Reception – RWI</i></b> <i>phonics</i> <b><i>Nursery – Phase 1</i></b> <i>phonics – Oral blending and initial sounds</i>  <b><i>Power of Reading</i></b> <i>Notes and annotations</i> <i>Persuasive writing on a local issue</i> <i>Text marking and annotation</i> <i>List poems</i> <i>Thought bubbles in role</i> <i>Character sketches</i> <i>Character descriptions</i>	<b><i>Reception – RWI</i></b> <i>phonics</i> <b><i>Nursery – Moving onto RWI phonics before starting reception</i></b>  <b><i>Power of Reading</i></b> <i>Class Journal</i> <i>Shared questions</i> <i>Labels</i> <i>Poetry</i> <i>Fact files</i> <i>Letters</i>

<p>write about 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>	Gruffalo crumble recipe				<p>Story predictions</p> <p>Writing in role</p> <p>Improvised scenes</p> <p>Personal narratives</p> <p>Persuasive writing to encourage local activism</p> <p>Own written stories on the theme of friendship</p>	
<b>Mathematics</b>						
<b>Number</b>	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.					
<b>Numerical patterns</b>	Nursery					
<p><b>Spirituality links:</b></p> <p>Children will explore patterns and shapes in the world around them.</p>	<p>Colours</p> <p>Matching and sorting</p> <p>Number 1</p> <p>Number 2: Counting and Subitising</p> <p>Number 2: Numeral</p> <p>Pattern</p>	<p>Number 3: Counting and Subitising</p> <p>Number 3: Numeral</p> <p>Number 4: Subitising</p> <p>Number 4: Composition</p> <p>Number 5: Counting and Subitising</p> <p>Number 5: Composition</p> <p>Number 6</p> <p>Height and Length</p> <p>Mass</p>	<p>More and fewer</p> <p>One more</p> <p>One less</p> <p>2D shape</p> <p>3D shape</p> <p>Number composition</p> <p>Night and day</p> <p>Positional language</p>			

<p>Including in nature and manmade things.</p> <p>Children and adults will reflect on order, balance and harmony in mathematical concepts.</p>		Capacity	
	Reception		
	<p><u>Week 1, 2, 3</u> Getting to know the children, settling in</p> <p><u>Week 3, 4, 5</u> <b>Number</b> - match and sort, compare amounts <b>Measure, shape and spatial thinking</b> - compare size, mass and capacity, exploring pattern</p> <p><u>Week 7, 8, 9</u> <b>Number</b> – representing 1, 2 and 3, Comparing 1, 2 and 3, composition of 1, 2 and 3 <b>Measure, shape and spatial thinking</b> – Circles and triangles, positional language</p> <p><u>Week 10, 11, 12</u> <b>Number</b> – representing numbers to 5, one more, one less <b>Measure, shape and spatial thinking</b> – shapes with 4 sides, time</p>	<p><u>Week 1, 2, 3</u> <b>Number</b> – introducing zero, comparing numbers to 5, composition of 4 and 5 <b>Measure, shape and spatial thinking</b> - compare mass (2), Compare capacity (2)</p> <p><u>Week 4, 5, 6</u> <b>Number</b> – 6, 7 and 8, combining 2 amounts, making pairs <b>Measure, shape and spatial thinking</b> – length and height, time</p> <p><u>Week 7, 8, 9</u> <b>Number</b> – counting to 9 and 10, comparing numbers to 10, number bonds to 10 <b>Measure, shape and spatial thinking</b> – 3D shapes, spatial awareness, patterns</p>	<p><u>Week 1, 2, 3</u> <b>Number</b> – building numbers beyond 10, counting patterns beyond 10 <b>Measure, shape and spatial thinking</b> – Spatial reasoning (1), match, rotate, manipulate</p> <p><u>Week 4, 5, 6</u> <b>Number</b> – adding more, taking away <b>Measure, shape and spatial thinking</b> –spatial reasoning (2), compose and decompose</p> <p><u>Week 7, 8, 9</u> <b>Number</b> – doubling and grouping, even and odd <b>Measure, shape and spatial thinking</b> – Spatial reasoning (3) visualise and build</p> <p><u>Week 10, 11, 12</u> <b>Number</b> – deepening understanding patterns and relationships <b>Measure, shape and spatial thinking</b> – Spatial reasoning (5) mapping</p>

<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b>Self regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p> <p><b>Spirituality links:</b> 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>Children are encouraged to</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>
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<p>express gratitude for their friends, belongings, nature, food.</p>			
<p><b><u>Communication and Language</u></b></p> <p><b>Listening, attention and understanding</b></p> <p><b>Speaking</b></p> <p><b>Spirituality links: Children will have the opportunity listen to and read stories that spark wonder and mystery.</b></p> <p><b>During listening games, children will pause in silence and reflect on what they have notices.</b></p>	<p><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></p>		
	<p><u>Talk Through Stories focus texts</u></p> <p>Can't you sleep little bear</p> <p>Perfectly Norman</p> <p>The Squirrels who Squabbled</p> <p>Cotton Wool Colin</p> <p>I'm in Charge</p> <p>Owl Babies</p> <p>Stick Man</p> <p>A little bit Brave</p> <p>Room on the Broom</p> <p>My Monster and Me</p> <p>Hugless Douglas</p> <p>The Bear and the Piano</p>	<p><u>Talk Through Stories focus texts:</u></p> <p>George and the Dragon</p> <p>Elmer</p> <p>The Extraordinary Gardener</p> <p>Billy and the Beast</p> <p>Billy and the Dragon</p> <p>Sonya's chickens</p> <p>Zog</p> <p>Six dinner Sid</p> <p>Click Clack Moo</p> <p>One Snowy Night</p> <p>Ravis Roar</p> <p>Farmer Duck</p>	<p><u>Talk Through Stories focus texts:</u></p> <p>Tiddler</p> <p>The Scarecrows Wedding</p> <p>Supertato</p> <p>The Rainbow Fish</p> <p>The invisible</p> <p>The Slightly annoying Elephant</p> <p>Where the Wild Things are</p> <p>The Giant Jam Sandwich</p> <p>Billy's Bucket</p>

Adults will use phrases such as “I wonder...” to spark curiosity and deep thought.						
<b>Physical development</b>  <b>Spirituality links:</b> Children will have opportunities to express themselves through music and movement.  Children will reflect on how different pieces of music and actions can represent different emotions.  Children will have the	<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>					
	PE Hub – Gymnastics	PE Hub – Dance	PE Hub – Body Management	PE Hub – Speed, Agility Travel	PE Hub – Manipulation and Coordination	PE Hub – Cooperate and Solve Problems

<p>opportunity to explore manmade and natural resources that spark intellectual curiosity and awe.</p>						
<p><b>Understanding the World</b></p> <p><b>Spirituality links:</b></p> <p><b>Children will have the opportunity to learn about living things and reflect on their importance within the world.</b></p> <p><b>We will observe seasonal changes and the beauty in the world around us.</b></p> <p><b>Children will explore different</b></p>	<p><u>RE – Blackburn Diocese Curriculum</u> Harvest</p> <p><u>Science</u> Seasonal changes Experiment – My heart Experiment – what lives on us</p> <p><u>History</u> My life story so far Days of the week, months of the year</p> <p><u>Geography</u> My local environment</p>	<p><u>RE - Blackburn Diocese Curriculum</u> Christmas</p> <p><u>Science</u> Experiment – can you make ice grow Experiment – Do you want to melt a snowman</p> <p><u>History</u> Event before our time – brief overview of the gun powder plot Toys from the past, days of the week, months of the year</p> <p><u>Geography</u> Christmas around the world</p>	<p><u>RE - Blackburn Diocese Curriculum</u> I am Special</p> <p><u>Science</u> Experiment – shaving foam rain cloud</p> <p><u>History</u> Our family history – project involving parents – old photos etc, any interesting stories about family history Days of the week, months of the year</p>	<p><u>RE - Blackburn Diocese Curriculum</u> Easter</p> <p><u>Science</u> The lifecycle of a chick Signs of spring Experiment – Growing grass hair</p> <p><u>History</u> How has technology changed over time? Days of the week, months of the year</p>	<p><u>RE - Blackburn Diocese Curriculum</u> Prayer</p> <p><u>Science</u> Experiment – Magical mud Experiment – Bees and pollination</p> <p><u>History</u> Special people from the past Days of the week, months of the year</p> <p><u>Geography</u> Minibeasts in the uk vs minibeasts</p>	<p><u>RE - Blackburn Diocese Curriculum</u> Stories Jesus Heard</p> <p><u>Science</u> Experiment – Floating and sinking Experiment – Salt water density Experiment –</p> <p><u>History</u> Sea creatures and other animals that are extinct</p> <p><u>Geography</u></p>

<p><b>cultures and ways of life through RE teaching and reflect on the similarities and differences.</b></p>	<p>Day of the dead – comparing Mexico to our country</p> <p><u>Computing</u> Mini mash on the smart board</p>	<p>Comparing the North pole to our country</p> <p><u>Computing</u> Minimash Beginning to use numbots on the laptops</p>	<p><u>Geography</u> Gingerbread man maps The runaway chapati – comparing the settings and characters in the story to the gingerbread man Chinese new year – comparing our country to china</p> <p><u>Computing</u> Introducing the bee bot and bee bot maps Minimash Numbots</p>	<p><u>Geography</u> Pancake day around the world Easter around the world</p> <p><u>Computing</u> Learning how to type using a laptop Reception children learning how to take photos of their own work Beebot Numbots Minimash</p>	<p>in other countries</p> <p><u>Computing</u> Using cameras/ipads to take photos of minibeasts and features of the environment Beebot Numbots Minimash Microsoft word Phones to take photos</p>	<p>Oceans around the world</p> <p><u>Computing</u> Using cameras/ipads to take photos at the beach Beebot Numbots Minimash Microsoft word Phones to take photos</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Spirituality links:</b></p> <p><b>Children will have the opportunity to</b></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



<p><b>express their feelings and experiences through artistic effects.</b></p> <p><b>Children will have the opportunity to observe and capture nature in their art.</b></p> <p><b>Children will have the opportunity to listen to different types of music and reflect on their thoughts and feelings.</b></p> <p><b>Children will have the opportunity to use natural resources to create.</b></p>	Listening and responding to different styles of music	Listening and responding to different styles of music	Listening and responding to different styles of music	Listening and responding to different styles of music	Listening and responding to different styles of music	Listen and Appraise
	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	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
	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	Sing and revisit 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	Play instruments within the song
	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	Improvisation using voices and instruments
	Share and perform the learning that has taken					Riff-based composition
				<i>Daffodil painting Easter</i>	<i>Making a bug house</i>	Share and perform the learning that has taken place
						<i>Under the sea collages</i>

				<i>Mother's day cards</i>		
	<i>Planned craft activities</i>  Handprints Painting with textures Shape collage Mixing colours	<i>Planned craft activities</i>  Firework pictures Shape train pictures Christmas Decorations 3D train model Christmas family craft morning.	<i>Planned craft activities</i>  Mixing colours Junk modelling (making boats, making houses) Chinese lanterns 3D chick model Painting story stones Painting the Characters from the story	<i>Planned craft activities</i>  <i>Daffodil painting</i> <i>Easter</i> <i>Mother's day cards</i>  Easter family craft morning	<i>Planned craft activities</i>  <i>Making a bug house</i> Father's day cards	<i>Planned craft activities</i>  Recycling waste from the beach collage
<b>Educational visits</b>	Whinlatter – Gruffalo walk	A ride on the train – seascale or St Bees park  Muncaster castle Christmas	Parton beach to collect stones	Chicks in school  Searching for signs of spring at Long lands – could invite families?	Pet encounter visit to school	Maryport aquarium visit