

| Curriculum Area | Autumn 1 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 (7 weeks) | Spring 2 6 weeks | Summer 1 5 weeks | Summer 2 7 weeks |
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| General topic theme (subject to change based on children's interests) | Getting to know you/Starting school/new beginnings | Let's Celebrate! Light & Dark The Nativity | Journeys/changes | Growing/Changes/The Great Outdoors/planting bean/seeds | Explorers/Where in the World shall we go? | We are all different |
| I wonder opportunities... | Who lives in my family? What I do at school? Who can help me? | What do we celebrate? What happens at night? Who lives there? | What materials they use? How it feels? | What lives in our pond? How it grows? | What they taste like? Where do they live? How do they move? Where do we live in the UK/world? | Who has the same-coloured hair/eyes as me? |
| High Quality Texts suggestions | The Very Hungry Caterpillar We're going on a Bear Hunt Brown Bear, Brown Bear, What Do You See? Hairy Maclary | Owl Babies It Was a Cold Dark, Night Night Monkey, Day Monkey The Bear and the Starry Night Diwali (celebrate the world) Poetry Basket Helicopter Stories | The Three Little Pigs Pigs Might Fly (WS) We're going on a Bear Hunt (WS) Poetry Basket Helicopter Stories | Jack and the Beanstalk Jack and the Jelly Bean Stalk (WS) The Tadpoles Promise - lifecycles Non-fiction books on lifecycles Poetry Basket Helicopter Stories | Handa's Surprise (WS) Penguins - Non-fiction (WS unit) Poetry Basket Helicopter Stories | Perfectly Norman (WS) Shine Poetry Basket Helicopter Stories |

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| | from Donaldson's Dairy The Little Red Hen Rosie's Walk Farmer Duck Dairy Poetry Basket | | | | | |
| Communication & Language - Listening and Attention, Understanding, Speaking | Listening to a range of stories, recalling past events and talking about them, singalong actions for key vocabulary, joining in with talk for writing, listening games, Helicopter Stories, The Poetry Basket, Grandmas Fantastic's. | | | | | |
| PSED - Self-Regulation, Managing Self, Building Relationships | Getting to know one another, establishing class rules, how to be a good friend, the importance of sharing, selecting resources independently in free flow activities | Co-operative play linked to being a team ant, looking closely at the characteristics of effective learning -meeting the characters | Solving and dealing with conflict between friends, Circle time - getting ready for Year 1 - talking about any worries we might have | | | |
| Physical Development - Gross Motor and Fine Motor | Baseline assessment fundamental skills Little Leaves | Smart Moves/Fundamental moves Little Leaves | Gymnastics Little Leaves | Ball Skills Little Leaves | Athletics Little Leaves | Dance Little Leaves |

| Literacy | | | |
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| Comprehension | <p>Listens to a story and comment on the events. Name the characters from a familiar story. Joins in with repeated refrains from a familiar story. Begin to use story language.</p> | <p>Sequence a familiar story using images/objects. Tell the story to another person. Make a prediction based on the events of a story so far. Use language from a story within role play and discussions.</p> | <p>Demonstrate understanding of the story by answering questions about the story. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> |
| Word Reading | <p>Look at books independently, pre-phonics activities in Autumn 1 (phase 1 letters and sounds), Set 1 RWI introduced in small groups in Autumn 2, linking sounds to letters, clap syllables in a word</p> | <p>Orally blending CVC words, segment and blend simple words, recognising set 1 tricky words.</p> | <p>Read aloud simple sentences. Recognise diagraphs in set 1 and set 2. Recognise set 2 tricky words.</p> |
| Writing | <p>Show preference for dominant hand, mark making, giving meaning to marks, attempts to write own name using some recognisable letters, hears and says initial sounds in a word, labelling the sounds they can hear. Helicopter stories (Autumn 2) - share their own story and adult to scribe.</p> | <p>Name writing, writing for different purposes, writing captions and labels, applying set 1 tricky words, building simple sentences, attempts to write simple sentences.</p> | <p>Writing simple phrase and sentences that can be read by themselves and others.</p> |

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| WRITE STUFF | A1 Introduce listening lense at story time A2 Introduce vocab lense Ordering stories, chot cvc words | | Spr 1 Introduce more lenses and copying cvc words from board, chotting cvc words and phrases Spr 2 continue and build to small sentences | | SUM 1 lessons with small sentences SUM 2 Full WS lessons - readiness for Yr 1 | |
| PHONICS Coverage 2 days on one sound, first day introduction of that sound, second day handwriting to ensure correct formation | 13 WEEKS Set 1 covered Sounds inc: M,a,s,d,t,I,n,p,g,o,c,k, Ck, u,b,f,e,l,l,h,sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk Tricky (red) words | | WEEKS Set covered Sounds inc: Ay, ee, igh, ow, oo, oo, ar, or, air, ir, Ou, oy Tricky (red) words | | Revisit and applying to writing and reading | |
| Maths Number | Match and sort Compare amounts | Representing, Comparing, numbers to 5 One more or less | Intro to Zero Comparing to 8 Making pairs | Comparing numbers to 10 Bonds to 10 | Building numbers beyond 10 Counting patterns Add & takeaway | Doubling, sharing & grouping Odd & even Deeper understanding patterns & relationships |
| Numerical Patterns | Compare size, mass, & capacity Exploring Pattern | Circles & Triangles Positional Language | Compare Mass Compare Capacity Length & height | Time 3d- Shape Pattern | Spatial reasoning Match, Rotate, Manipulate Compose & decompose | Visualise & build Mapping |

| Religious Education | Creation RE Baseline Assessment Prayer | Baptism Advent | Christmas L & R People who care for us | Lent Holy Week Easter | Easter Prayer Pentecost | People who help us The Mass One World Week L&R -physical |
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| Understanding the World | Say what might happen on specials days - Christmas, birthdays. Remembrance Day (11 th /14 th Nov - Remembrance Sunday) Bonfire Night (5 th Nov) Starting to show awareness of daily routine/days of the week/seasons - daily calendar Looking back on our learning journey, | | Sequence stories/tense - ordering language Plants/chicks/tadpoles grow and change overtime Collect evidence for changing seasons | | Growth timeline (Perfectly Norman unit), able to compare and say what is same/different about something, able to notice changes Able to notice and celebrate new things I can do e.g. something I couldn't do at the start of Reception - circle time (transition) | |
| Past & Present | | | | | | |
| The Natural World (inc outdoor learning) | Uses senses to explore natural materials and describe what they observe - Little Leaves | | Changes in seasons/weather Lifecycles - pond dipping/butterflies | | Drawing pictures of animals Compare different environments to their own? | |

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| | Simple drawings of natural objects | | |
| Expressive Arts and Design Creating with Materials, Being imaginative & expressive | Firework pictures, Diwali creations, Christmas crafts, | Observational drawings, properties of materials | Self Portraits |
| Trips | | Multiskills at BEO | Little owl farm |