YEAR B -	Autumn		Spring		Summer	
Торіс	Ourselves Polar Bear, Polar Bear, what do you see?	Repetitive story patterns/ Christmas	Space Whatever nex Aliens love underpants Toys in Space/Planet zumzee Three little aliens and the big bad robot Look up! First female black astronaut	Farm and Growth	Under the Sea/Pirates	Fairy tales
School trips			Space tea party	Standalone farm	Pirate day	Mountfitchet castle?, Visitor? Banquet in the hall?
RE	Domestic Church – Family: Myself Know and understand: • The importance of my name – Explore • God knows and loves me and each one by name – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Baptism/Confirmati on – Belonging: Welcome	ADVENT/CHRISTMAS- LOVING: BIRTHDAY Know and understand: • what a birthday is; waiting for a birthday – Explore • Advent: looking forward to Christmas, the birthday of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond LOCAL CHURCH – COMMUNITY: CELEBRATING	EUCHARIST – RELATING: GATHERING Know and understand: • how and why people gather together – Explore • the joy of gathering together to celebrate at Mass – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	PENTECOST – SERVING: GOOD NEWS Know and understand: • That everyone has Good News to share – Explore • Pentecost: the celebration of the Good News of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond	Islam/Judaism Building the Kingdom: Subsidiarity Participation Promoting Peace	UNIVERSAL CHURCH – WORLD: OUR WORLD Know and understand: • what we love and wonder about our world – Explore • God gave us this wonderful world – Reveal acquire the skills of assimilation, celebration and application of the above – Respond

CAL	Know and understand: • What it is to welcome and be welcomed – Explore • Baptism: a welcome to God's family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Welcome Mass Building the Kingdom: The Common Good Participation	Know and understand: • what a celebration is • Explore • how the parish family celebrate – Reveal acquire the skills of assimilation celebration and application of the above – Respond Diwali Nativity performance Building the Kingdom: The Common Good Participation Promoting Peace Solidarity - Two-channelled	LENT/EASTER – GIVING: GROWING Know and understand: • Spring is a time when things begin to grow – Explore • Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Ash Wednesday Mass Building the Kingdom: Participation Promoting Peace Distributive Justice	RECONCILIATION – INTER-RELATING: FRIENDS • We can make friends – Explore • Jesus had good friends; what Jesus tells us about friendship – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Easter Building the Kingdom: Subsidiarity Participation Promoting Peace The Common Good	- Extends	Building the Kingdom: Subsidiarity Participation Promoting Peace Distributive justice Preferential difference for the poor
	carpet, maintaining attention, sitting quietly	attention – can listen and do for short span	responds to ideas expressed by others in conversation or discussion	 Able to follow a story without pictures or props Retell a story 	vocabulary, especially by grouping and naming, exploring	 Predict events in a story Predict events in a story Respond appropriately to

- Introduced	- Responds to	 Uses language to 	 Predict what might 	the meaning and	what others say,
storyline or narrative	instructions involving a	imagine and recreate	happen in a story or	sounds of new	while engaged in
into their play	two-part sequence	roles and experiences	situation	words	another activity
- Retell stories with	- Uses talk to organise,	in play situations	 Ask and answer 	- Retell a story	- Answer 'how' and
puppets	sequence and clarify	- Retell a story	questions based on a	- Predict what might	'why' questions
	thinking, ideas, feelings	 Predict what might 	story they have heard	happen in a story or	about experiences
Development	and events	happen in a story or	- Respond	situation	and stories or
matters 2021:	- Retell a story	situation	appropriately to what	- Respond	events
Understand how to	- Ask and answer	 Ask and answer 	others say, while	appropriately to	- Use correct
listen carefully and	questions based on a	questions based on a	engaged in another	what others say,	tenses when
why listening is	story they have heard	story they have heard	activity	while engaged in	speaking
important.		- Responds to	- Responds to	another activity	- Develop own
Learn new	Development matters	instructions involving	instructions involving	- Responds to	narratives and
vocabulary.	2021:	a two-part sequence.	a two-part sequence.	instructions	explanations by
Use new vocabulary	Understand how to		 Answer 'how' and 	involving a two-part	connecting ideas or
through the day.	listen carefully and why	Development matters	'why' questions about	sequence.	events
Ask questions to find	listening is important.	2021:	experiences and	- Answer 'how' and	- Express
out more and to	Learn new vocabulary.	Understand how to	stories or events	'why' questions	themselves
check they	Use new vocabulary	listen carefully and	 Use correct tenses 	about experiences	effectively,
understand what has	through the day.	why listening is	when speaking	and stories or	showing awareness
been said to them.	Ask questions to find	important.	- Develop own	events	of listeners' needs
Use talk to help work	out more and to check	Learn new vocabulary.	narratives and	- Use correct tenses	
out problems and	they understand what	Use new vocabulary	explanations by	when speaking	Development
organise thinking	has been said to them.	through the day.	connecting ideas or	- Develop own	matters 2021:
and activities, and to	Describe events in some	Ask questions to find	events	narratives and	Learn new
explain how things	detail.	out more and to	Development matters	explanations by	vocabulary.
work and why they	Use talk to help work	check they	2021:	connecting ideas or	Use new
might happen.	out problems and	understand what has	Learn new vocabulary.	events	vocabulary through
Develop social	organise thinking and	been said to them.	Use new vocabulary		the day.
phrases.	activities, and to explain	Connect one idea or	through the day.	Development	Ask questions to
		action to another		matters 2021:	find out more and

Engage in	how things work and	using a range of	Ask questions to find	Learn new	to check they
storytimes.	why they might happen.	connectives.	out more and to check	vocabulary.	understand what
Listen to and talk	Listen to and talk about	Describe events in	they understand what	Use new vocabulary	has been said to
about stories to	stories to build	some detail.	has been said to them.	through the day.	them.
build familiarity and	familiarity and	Listen to and talk	Connect one idea or	Ask questions to	Articulate their
understanding.	understanding.	about stories to build	action to another	find out more and	ideas and thoughts
Retell the story, once	Retell the story, once	familiarity and	using a range of	to check they	in well-formed
they have developed	they have developed a	understanding.	connectives.	understand what	sentences.
a deep familiarity	deep familiarity with the	Use new vocabulary in	Use talk to help work	has been said to	Describe events in
with the text; some	text; some as exact	different contexts.	out problems and	them.	some detail.
as exact repetition	repetition and some in		organise thinking and	Articulate their	Listen to and talk
and some in their	their own words.	Building the	activities, and to	ideas and thoughts	about stories to
own words.		Kingdom:	explain how things	in well-formed	build familiarity
Listen carefully to	Building the Kingdom:	Participation	work and why they	sentences.	and understanding.
rhymes and songs,	Participation	Human Dignity	might happen.	Connect one idea or	Engage in non-
paying attention to	Human Dignity	The Common Good	Listen to and talk	action to another	fiction books.
how they sound.	The Common Good	Promoting Peace	about stories to build	using a range of	Listen to and talk
Learn rhymes,			familiarity and	connectives.	about selected
poems and songs.			understanding.	Describe events in	non-fiction to
			Use new vocabulary in	some detail.	develop a deep
Building the			different contexts.	Use talk to help	familiarity with
Kingdom:			Engage in non-fiction	work out problems	new knowledge
Participation			books.	and organise	and vocabulary.
Human Dignity			Listen to and talk	thinking and	
The Common Good			about selected non-	activities, and to	Building the
			fiction to develop a	explain how things	Kingdom:
			deep familiarity with	work and why they	Subsidiarity
			new knowledge and	might happen.	Participation
			vocabulary.	Listen to and talk	
				about stories to	
			Building the Kingdom:		

				Participation	build familiarity and	
					understanding.	
					Engage in non-	
					fiction books.	
					Listen to and talk	
					about selected non-	
					fiction to develop a	
					deep familiarity	
					with new	
					knowledge and	
					vocabulary.	
					Building the	
					Kingdom:	
					Participation	
PD	- Correct pencil grip	- Correct pencil grip	- Correct pencil grip	- Correct pencil grip	- Correct pencil grip	- Correct pencil grip
	- Fine motor skills	- Fine motor skills	- Fine motor skills	- Fine motor skills	- Fine motor skills	- Fine motor skills
	activities to	activities to strengthen	activities to	activities to	activities to	activities to
	strengthen hands	hands and fingers	strengthen hands and	strengthen hands and	strengthen hands	strengthen hands
	and fingers	- Dressing	fingers	fingers	and fingers	and fingers
	- Dressing	independently	- Dressing	- Forming many letters	- Forming most	- Forming most
	independently	- Dry and clean during	independently	correctly	letters correctly	letters correctly
	- Dry and clean	the day	- Dry and clean during	-Toileting	-Toileting	-Toileting
	during the day	- Beginning for form	the day	independently	independently	independently
	- Beginning for form	letters correctly	- Forming many	- Egg rolling races	- Marching / parade	- Dancing
	letters correctly	- Using tools	letters correctly	- Races / chasing /	/ salute	- Carrying heavy
	- Races / chasing /	Links to DSUE (Health 9	- Races / chasing /	riding bikes and	- Races / chasing /	objects
	riding bikes and	Links to PSHE (Health & self-care)	riding bikes and	scooters / climbing	riding bikes and	- Drumming
	scooters / climbing	sen-care)	scooters / climbing	equipment (outside)	scooters / climbing	- Races / chasing /
	equipment (outside)	Getset4PE:	equipment (outside)	- Eats a healthy range of foodstuffs and	equipment (outside)	riding bikes and
		Geiselare.				scooters / climbing

 Links to PSHE (Health	Fundamentals	- Using tools,	understands need for	- Shows	equipment
& self-care)	To develop balancing.	construction and	variety in food	understanding of	(outside)
,	To develop running and	malleable materials	- Shows some	the need for safety	· · ·
Getset4PE:	stopping.	(playdough) safely	understanding that	when tackling new	Links to PSHE
Introduction to PE	To develop changing	- Practices some	good practices with	challenges, and	(Health & self-care)
To move around	direction.	appropriate safety	regard to exercise,	considers and	
safely in space.	To develop jumping.	measures without	eating, sleeping and	manages some risks	Getset4PE:
To follow	To develop hopping.	direct supervision	hygiene can	- Shows	Games
instructions and stop	To explore different		contribute to good	understanding of	To follow
safely.	ways to travel using	Links to PSHE (Health	health	how to transport	instructions and
To stop safely and	equipment.	& self-care)		and store	move safely when
develop control			Links to PSHE (Health	equipment safely	play tagging games.
when using	Development matters	Getset4PE:	& self-care)		To learn to play
equipment.	2021:	Gymnastics		Links to PSHE	against an
To follow	Further develop the	To create short	Getset4PE:	(Health & self-care)	opponent.
instructions and play	skills they need to	sequences using	Dance		To play by the rules
safely as a group.	manage the school day	shapes, balances and	To use counting to	Getset4PE:	and develop
To follow a path and	successfully: - lining up	travelling actions.	help to stay in time	Ball Skills	coordination.
take turns.	and queuing -	To develop balancing	with the music.	To develop rolling	To explore striking
To work co-	mealtimes - personal	and safely using	To copy and create	and tracking a ball.	a ball and keeping
operatively with a	hygiene	apparatus.	different actions.	To develop accuracy	score.
partner.	Combine different	To develop jumping	To be able to move	when throwing to a	To work co-
	movements with ease	and landing safely	safely with confidence	target.	operatively as a
Development	and fluency.	from a height.	and imagination.	To develop dribbling	team.
matters 2021:	Develop their small	To develop rocking	To express and	with hands.	
Further develop the	motor skills so that they	and rolling.	communicate ideas	To develop throwing	Development
skills they need to	can use a range of tools	To explore travelling	through movement.	and catching with a	matters 2021:
manage the school	competently, safely and	around, over and	To explore movement	partner.	Develop the
day successfully: -	confidently. Suggested	through apparatus.	using a prop.	To develop dribbling	foundations of a
lining up and	tools: pencils for	To create short	To move with control	a ball with your feet.	handwriting style
	drawing and writing,	sequences linking	and coordination.		which is fast,

queuing - mealtimes	paintbrushes, scissors,	actions together and	To move with control	To develop kicking a	accurate and
 personal hygiene 	knives, forks and	including apparatus.	and coordination.	ball to a target.	efficient.
Develop their small	spoons.		To express and		Further develop
motor skills so that	Develop the overall	Development matters	communicate ideas	Development	and refine a range
they can use a range	body strength, co-	2021:	through movement.	matters 2021:	of ball skills
of tools	ordination, balance and	Confidently and safely	To move with control	Develop the	including:
competently, safely	agility needed to engage	use a range of large	and coordination.	foundations of a	throwing, catching,
and confidently.	successfully with future	and small apparatus	To copy and repeat	handwriting style	kicking, passing,
Suggested tools:	physical education	indoors and outside,	actions, linking them	which is fast,	batting, and
pencils for drawing	sessions and other	alone and in a group.	together.	accurate and	aiming. Develop
and writing,	physical disciplines	Develop overall body-	To remember and	efficient.	confidence,
paintbrushes,	including dance,	strength, balance, co-	repeat actions.	Further develop and	competence,
scissors, knives, forks	gymnastics, sport and	ordination and agility.	To explore body	refine a range of ball	precision and
and spoons.	swimming.	Combine different	actions, pathways and	skills including:	accuracy when
Develop the overall	Revise and refine the	movements with ease	shapes.	throwing, catching,	engaging in
body strength, co-	fundamental movement	and fluency.		kicking, passing,	activities that
ordination, balance	skills they have already	Develop their small		batting, and aiming.	involve a ball.
and agility needed to	acquired: - rolling -	motor skills so that	Development matters	Develop confidence,	Use their core
engage successfully	crawling - walking -	they can use a range	2021:	competence,	muscle strength to
with future physical	jumping - running -	of tools competently,	Know and talk about	precision and	achieve a good
education sessions	hopping - skipping -	safely and	the different factors	accuracy when	posture when
and other physical	climbing	confidently.	that support their	engaging in	sitting at a table or
disciplines including		Suggested tools:	overall health and	activities that	sitting on the floor
dance, gymnastics,	Building the Kingdom:	pencils for drawing	wellbeing: - regular	involve a ball.	Progress towards a
sport and swimming.	Human dignity	and writing,	physical activity -	Use their core	more fluent style of
Revise and refine the	Participation	paintbrushes, scissors,	healthy eating -	muscle strength to	moving, with
fundamental		knives, forks and	toothbrushing -	achieve a good	developing control
movement skills they		spoons.	sensible amounts of	posture when sitting	and grace.
have already		Revise and refine the	'screen time' - having	at a table or sitting	Revise and refine
acquired: - rolling -		fundamental	a good sleep routine -	on the floor	the fundamental
crawling - walking -		movement skills they			movement skills

	jumping - running - hopping - skipping - climbing Building the Kingdom: Human dignity Participation		have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Building the Kingdom: Human dignity Participation	being a safe pedestrian Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Building the Kingdom: Human dignity Participation	Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Building the Kingdom: Human Dignity Participation	they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Building the Kingdom: Human Dignity Participation
PSED	 Routines Settling in Independence Turn taking and sharing 	 Talk about self positively and about abilities Play co-operatively 	- Beginning to negotiate and solve problems without aggression - Play co-operatively	 Initiates conversations, attends to and takes account of what others say Play co-operatively 	- Takes steps to resolve conflicts with other children, e.g. finding a compromise	- Talk about feelings, own and others behaviour, work well with others, understand

- Who is who? Office	Jigsaw PSHE Scheme:		- Show sensitivity to	- Explains own	and take changes
staff, dinner staff	Celebrating Difference	Jigsaw PSHE Scheme:	others' needs and	knowledge and	of routine in their
and SLT invited in to	 Identifying 	Dreams and Goals	feelings and form	understanding, and	stride.
introduce	talents	Challenges	positive relationships	asks appropriate	- Play co-
themselves	 Being special 	Perseverance		questions of others	operatively
- Class rules /	Families	 Goal-setting 	Jigsaw PSHE Scheme:	- Play co-operatively	- Show sensitivity
behaviour	Where we live	Overcoming	Healthy Me	- Show sensitivity to	to others' needs
expectations	 Making friends 	obstacles	Exercising	others' needs and	and feelings and
- Baseline	Standing up for	Seeking help	bodies	feelings and form	form positive
assessment	- · ·	 Jobs 	 Physical 	positive relationships	relationships
Jigsaw PSHE	yourself	 Achieving 	activity	relationships	Jigsaw PSHE
Scheme:		U U	 Healthy food 	Jigsaw PSHE	Scheme:
Being Me in My	Life to the full scheme:	goals	 Sleep 	Scheme:	Changing Me
World	l am Me		Keeping clean	Relationships	 Bodies
Self-identity	• We are each unique,	Life to the full	Safety	Family life	Respecting
 Understandin 	with individual gifts,	scheme:	- Guicty	Friendships	
g feelings	talents and skills.			Breaking	my body
	 Whilst we all have 	l Like, You Like, We	Life to the full		Growing up
• Being in a	similarities because we	All Like	scheme:	friendships	 Growth and
classroom	are made in God's			 Falling out 	change
 Being gentle 	image, difference is part	 That we all have 	Role Model	 Dealing with 	 Fun and
 Rights and 	of God's plan!	different 'tastes' (likes		bullying	fears
responsibilities		and dislikes), but also	• We are part of God's	 Being a good 	Celebration
	Heads, Shoulders,	similar needs (to be	family	friend	s
	Knees and Toes	loved and respected,	• Jesus cared for		
Life to the full	-	to be safe etc)	others and wanted		
scheme:	• That their bodies are	• That it is natural for	them to live good lives	Life to the full	Life to the full
Handmade With	good and made by God	us to relate to and	like him	scheme:	scheme:
Love	• The names of the	trust one another	• We should love		
	parts of the body (not		other people in the		
	genitalia)				

– We are created			same way God loves		
individually by God	Ready Teddy?	Good Feelings, Bad	us	Safe Inside and Out	God Is Love
as part of His		Feelings			
creation plan	 That our bodies are 		Who's Who?	 About safe and 	 That God is love:
– We are all God's	good and we need to	 A language to 		unsafe situations	Father, Son and
children and are	look after them	describe their feelings	 To identify special 	indoors and	Holy Spirit
special	 What constitutes a 	 An understanding 	people (e.g. parents,	outdoors, including	 That being made
 Our bodies were 	healthy lifestyle,	that everyone	carers, friends) and	online.	in His image means
created by God and	including exercise, diet,	experiences feelings,	what makes them	 That they can ask 	being called to be
are good	sleep and personal	both good and bad	special	for help from their	loved and to love
 We can give thanks 	hygiene	 Simple strategies for 	 The importance of 	special people.	others
to God!		managing feelings	the nuclear family and		
	Development matters		of the wider family		
Development	2021:		 The importance of 	My Body, My Rules	Loving God, Loving
matters 2021:	See themselves as a	Let's Get Real	being close to and		Others
See themselves as a	valuable individual.		trusting of 'special	 To know they are 	
valuable individual.	Build constructive and	 Simple strategies for 	people' and telling	entitled to bodily	• What a
Build constructive	respectful relationships.	managing emotions	them is something is	privacy	community is, and
and respectful	Express their feelings	and behaviour	troubling them	 That they can and 	that God calls us to
relationships.	and consider the	 That we have 		should be open with	live in community
Manage their own	feelings of others	choices and these		'special people' they	with one another
needs.		choices can impact	You've Got a Friend in	trust if anything	 Some Scripture
	Building the Kingdom:	how we feel and	Ме	troubles them	illustrating the
Building the	Subsidiarity	respond.		 That there are 	importance of
Kingdom:	Participation	We can say sorry	How their behaviour	different people we	living in a
Human dignity	Promoting Peace	and forgive like Jesus	affects other people	can trust for help,	community
Subsidiarity	Human dignity		and that there is	especially those	 No matter how
Participation			appropriate and	closest to us who	small our offerings,
Promoting Peace		Growing Up	inappropriate	care for us,	they are valuable
			behaviour	including our	to God and He can
		That there are	 The characteristics 	teachers and our	use them for His
		natural life stages	of positive and	parish priest	glory.

	from birth to death,	negative relationships		
	and what these are	About different		
		types of teasing and	Feeling Poorly	Me, You, Us
	Development matters	that all bullying is		
	2021:	wrong and	 Medicines should 	 That they belong
	Express their feelings	unacceptable	only be taken when	to various
	and consider the	undeceptable	a parent or doctor	communities, such
	feelings of others		gives them to us.	as home, school,
	Identify and moderate	Forever Friends	Medicines are not	parish, the wider
	their own feelings		sweets.	local area, nation
	socially and	• To recognise when	We should always	and the global
	emotionally.	they have been unkind	try to look after our	community
	chiodonany.	to others and say	bodies because God	• That they should
	Building the	sorry.	created them and	help at home with
	Kingdom:	• That when we are	gifted them to us.	practical tasks such
	Participation	unkind, we hurt God	0	as keeping their
	Promoting Peace	and should say sorry.		room tidy, helping
	Human dignity	• To recognise when	People Who Help	in the kitchen, etc.
	indinan diginty	people are being	Us	That we have a
		unkind to them and		duty of care for
		others and how to	 There are lots of 	others and for the
		respond.	jobs designed to	world we live in
		 That we should 	help us.	(charity work,
		forgive like Jesus	 Paramedics help 	recycling, etc.)
		forgives.	us in a medical	 About what
			emergency.	harms and what
		Development matters	• First Aid can be	improves the world
		2021:	used in non-	in which they live
		Express their feelings	emergency	, ,
		and consider the	situations, as well as	Development
		feelings of others	whilst waiting for an	matters 2021:
		5	ambulance	

				Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Building the Kingdom: Promoting Peace Participation Human Dignity The Common Good Stewardship	Development matters 2021: Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Building the Kingdom: Human Dignity Solidarity	Think about the perspectives of others. Build constructive and respectful relationships. Express their feelings and consider the feelings of others Building the Kingdom: Human Dignity Participation
Phonics	Phase 1 Phonics	Phase 2 Phonics:	Phase 3 Phonics:	Phase 3 Phonics:	Phase 4 Phonics:	Phase 4 Phonics:
Literacy	Phase 2 Phonics: New sounds: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, II, ss. HFW: a, at, as, is, it, in, an, I, and, on, not, into, can, no, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up.	New sounds: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, ck, h, b, f, ff, ll, ss. HFW: a, at, as, is, it, in, an, l, and, on, not, into, can, no, go, to, get, got, the, put, if, off, big, had, his, him, but, back, of, dad, mum, up. HFW (writing): the, and, to, l, so, no, go. - Story sequencing	New sounds: j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee, oa, oo, ar, or, igh, ur, ow, oi, ear, er, air, ure. HFW (reading): he, we, me, be, will, was, are, you, this, that, then, them, with, they, see, my, she, all, look, for, too, now, down, her. - Practise all GPCs, blending for reading,	New sounds: j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee, oa, oo, ar, or, igh, ur, ow, oi, ear, er, air, ure. HFW (reading): he, we, me, be, will, was, are, you, this, that, then, them, with, they, see, my, she, all, look, for, too, now, down, her. - Practise all GPCs, blending for reading,	Tricky words (reading): said, have, like, some, come, there, when, what, were, little, one, do, out. Decodable words (reading): went, from, it's, just, help, children. Tricky words (writing): he, she, we, me, be, was,	Assess the children in small groups using the Assessment sheet on p202 and guidance on p203- 207 [of letters and sounds] (these assessment activities will need to be adapted to contain CCVC, CVCC, CCVCC and CCCVC words).

- Baseline	- Match the picture to	segmentation for	segmentation for	you, they, are, my,	- Revisit any gaps /
- Initial sounds	the word	spelling, reading HFW	spelling, reading HFW	her, all.	areas that need
- Rhyming	- Rhyming	already learned, how	already learned, how	- Practise reading	securing
- Alliteration	- Segment and blend	to read two syllable	to read two syllable	and spelling HFW	
- Syllables	simple words and	words.	words.	- Practise reading	- Write their own
- Environmental	sentences			and writing	stories
sounds	- Attempts to write /	World Book Day	- Fact files	sentences	- Poetry
- Segment and blend	make meaningful marks		- Non fiction	- Teach and practise	- Read and
simple words	- Writes CVC words	- Birthday cards	- Life cycles	reading CVCC, CCVC,	understand simple
- Attempts to write /	- Makes CVC words	- Invitations	- Segment and blend	CCVCC, CCCVC	sentences
make meaningful	- Link sounds to letters,	- Recipes	simple words and	words	- Demonstrate
marks	naming and sounding	- Menus	sentences		understanding
- Link sounds to	the letters of the	 Segment and blend 	- Link sounds to	- Non-fiction writing	about what they
letters, naming and	alphabet	simple words and	letters, naming and	- Thank you letters	have read (retelling
sounding the letters	- Write own name and	sentences	sounding the letters of	to services	/ answering
of the alphabet	labels/captions	- Link sounds to	the alphabet	- Segment and blend	questions /
- Recognise their	- Recognise their name	letters, naming and	- Write short	simple words and	predicting what
name	- Trace over their name	sounding the letters	sentences using some	sentences	might happen next
- Trace over their	- Demonstrate	of the alphabet	phonic knowledge	- Link sounds to	etc)
name	understanding about	- Write own name and	- Read words and	letters, naming and	- Write words and
- Talk about what	what they have read	labels/captions	simple sentences	sounding the letters	short sentences
happened in the	(retelling / answering	- Attempt to write	using phase 3 sounds	of the alphabet	- Write irregular
story	questions / predicting	short sentences	- Demonstrate	- Attempt to write	common words
- Discuss the main	what might happen next	- Read words and	understanding about	short sentences	
characters	etc)	simple sentences	what they have read	using phase 3	Development
- Predict what will		- Demonstrate	(retelling / answering	graphemes	matters 2021:
happen next in a	Development matters	understanding about	questions / predicting	- Read words and	Re-read what they
story	2021:	what they have read	what might happen	simple sentences	have written to
	Re-read these books to	(retelling / answering	next etc)	using phase 3	check that it makes
Development	build up their	questions / predicting		graphemes	sense.
matters 2021:	confidence in word				

Re-read these books	reading, their fluency	what might happen	Development matters	- Demonstrate	Write short
to build up their	and their understanding	next etc)	2021:	understanding	sentences with
confidence in word	and enjoyment.		Re-read what they	about what they	words with known
reading, their	Read simple phrases	Development matters	have written to check	have read (retelling	sound-letter
fluency and their	and sentences made up	2021:	that it makes sense.	/ answering	correspondences
understanding and	of words with known	Spell words by	Spell words by	questions /	using a capital
enjoyment.	letter-sound	identifying the sounds	identifying the sounds	predicting what	letter and full stop.
Blend sounds into	correspondences and,	and then writing the	and then writing the	might happen next	Spell words by
words, so that they	where necessary, a few	sound with letter/s.	sound with letter/s.	etc)	identifying the
can read short words	exception words.	Re-read these books	Re-read these books	- Write irregular	sounds and then
made up of known	Blend sounds into	to build up their	to build up their	common words	writing the sound
letter– sound	words, so that they can	confidence in word	confidence in word		with letter/s.
correspondences	read short words made	reading, their fluency	reading, their fluency	Development	Form lower-case
Read individual	up of known letter–	and their	and their	matters 2021:	and capital letters
letters by saying the	sound correspondences	understanding and	understanding and	Re-read what they	correctly
sounds for them.	Read individual letters	enjoyment.	enjoyment.	have written to	Re-read these
	by saying the sounds for	Read simple phrases	Read simple phrases	check that it makes	books to build up
Building the	them.	and sentences made	and sentences made	sense.	their confidence in
Kingdom:		up of words with	up of words with	Write short	word reading, their
Participation	Building the Kingdom:	known letter-sound	known letter-sound	sentences with	fluency and their
	Participation	correspondences and,	correspondences and,	words with known	understanding and
		where necessary, a	where necessary, a	sound-letter	enjoyment.
		few exception words.	few exception words.	correspondences	Read simple
			Read some letter	using a capital letter	phrases and
		Building the	groups that each	and full stop.	sentences made up
		Kingdom:	represent one sound	Spell words by	of words with
		Participation	and say sounds for	identifying the	known letter-
			them.	sounds and then	sound
				writing the sound	correspondences
			Building the Kingdom:	with letter/s.	and, where
			Participation		

		Form lower-case	necessary, a few
		and capital letters	exception words.
		correctly	Read a few
		Re-read these books	common exception
		to build up their	words matched to
		confidence in word	the school's phonic
		reading, their	programme.
		fluency and their	Read some letter
		understanding and	groups that each
		enjoyment.	represent one
		Read simple phrases	sound and say
		and sentences made	sounds for them.
		up of words with	
		known letter-sound	Building the
		correspondences	Kingdom:
		and, where	Participation
		necessary, a few	
		exception words.	
		Read a few common	
		exception words	
		matched to the	
		school's phonic	
		programme.	
		Read some letter	
		groups that each	
		represent one	
		sound and say	
		sounds for them.	
		Building the	
		Kingdom:	

					Participation	
Maths	Essential Maths:	Essential Maths:	Essential Maths:	Essential Maths:	Essential Maths:	Essential Maths:
	- Subitising numbers	-Counting a set of items	-Knowing the position	-Exploring what to do	-Understanding that	-Understanding
	up to 5; recognising	accurately, saying how	of numbers 0-10 and	when something is	numbers are either	that numbers are
	the amount without	many are in the set and	the relationship to	missing in a part,	odd or even, looking	either odd or even,
	Counting	comparing this to the	other numbers,	whole model; making	at their 'shape' and	looking at their
	- Counting reliably,	amount in other sets	including whether	links to subtraction	whether they share	'shape' and
	using number names	- Using counting to	they are close to 0, 5	and finding the	fairly into two	whether they share
	in order and one to	compare and finding a	or 10	difference	groups	fairly into two
	one correspondence	precise numerical	-Developing a deeper	-Counting confidently	-Counting beyond	groups
	- Comparing objects	difference in sets of	understanding that	to 20, focusing on the	20, recognising the	-Counting beyond
	by length, thickness	objects in varied	numbers are made up	numbers 10 – 20, and	pattern of the	20, recognising the
	and weight/mass,	contexts	of other numbers and	finding one more and	counting system,	pattern of the
	using appropriate	-Developing spatial	beginning to rehearse	one less than a	exploring the value	counting system,
	language to describe	thinking and spatial	number bonds	number	of tens and ones in	exploring the value
	and order them	language linked to	-Combining parts to	-Exploring doubling	numbers	of tens and ones in
	-Noticing, describing	position and direction,	make a whole and	and halving, including		numbers
	and extending	in movements and using	using the part, whole	solving problems	Building the	
	patterns, including	symbols	model to develop an	involving doubling and	Kingdom:	Building the
	thinking about what		understanding of	halving	Participation	Kingdom:
	part is the repeating	Building the Kingdom:	addition			Participation
	unit	Participation		Building the Kingdom:		
	-Classifying		Building the	Participation		
	(grouping) objects		Kingdom:			
	using given criteria		Participation			
	and their own ideas					
	and thinking about					
	the groups after					
	classification					

Building Kingdom Participa UTW Scientist	:	Scientist of the term	-Scientist of the term	Scientist of the	Scientist of the
All about Guess t - Family - All abou - School r - Autumr - Underst similaritie difference people - Underst (nursery reception Links to F World an and Com Developi matters 2 Explore, f refine a v artistic eff	me the babyWe're going on a bear hunthe babyReal bear hunt on fieldt me outinesBonfire night outinesand- Bonfire Nightand- Diwali – flags, holi festival, mendhi, naan breads, clay diva lamps Handas Surpriseand change to- Handa's Surprise – fruit tastingand change to- Christmas - ChristmasSHE (The d People munities)- Christmas traditions / routinesMent to- Christmas traditions / routinesSHE (The d People munities)- Christmas traditions / christmas traditions / routinesMent to- Christmas traditions / routinesSHE (The d People munities)- Christmas traditions / routinesMent to- Christmas traditions / routinesMent to- Christmas traditions / routinesMent to- Christmas traditions / routinesBead to- Christmas traditions / routinesMent to- Christmas traditions / routinesMent to- Seasonal changesMent to- Communities)Ment to- Communities)	Scientist of the term Mae JemisonSpace Learn about the Earth and the moon - Look at the different planets and compare and contrast - Look at astronauts and talk about the suits – why are they important?Chinese New Year -Look at similarities and differences of cultures and traditionsWinter -Seasonal changesLinks to PSHE (The World and People and Communities)	John Deere and Cyrus McCormick George Washington Carver Farms Animals and their babies - Healthy eating (PSHE) - Growing vegetables - Healthy eating plate - Match the animal babies to the adults - Compare and contrast Links to PSHE (The World and People and Communities) Development matters 2021: Explore, use and refine a variety of artistic effects to	Scientist of the term Marie Tharp Under the sea - Under the sea creatures - Compare to land animals – similarities and differences - Plant life under the sea Links to PSHE (The World and People and Communities) Development matters 2021: Explore, use and refine a variety of artistic effects to express their ideas and feelings	Scientist of theterm ChristiaanHuygens(invented the clock)Fairy tales- Teacup birdfeeder, identifybird species- Jam tarts and sandwiches for partyLinks to PSHE (The World and People and Communities)Development matters 2021: Explore, use and refine a variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their

	Explore, use and refine a variety of artistic effects	Development matters 2021:	express their ideas and feelings	Return to and build on their previous	feelings and
	to express their ideas	Explore, use and	Return to and build on	learning, refining	responses. Watch and talk
	and feelings	refine a variety of	their previous	ideas and	about dance and
	Sing in a group or on	artistic effects to	learning, refining ideas	developing their	performance art,
	their own, increasingly	express their ideas	and developing their		-
	matching the pitch and	and feelings	ability to represent	ability to represent them.	expressing their feelings and
	following the melody.	Return to and build on	them.	Create	responses.
					•
	Explore and engage in	their previous	Develop storylines in	collaboratively,	Develop storylines
	music making and	learning, refining	their pretend play.	sharing ideas,	in their pretend
	dance, performing solo	ideas and developing	Explore and engage in	resources and skills.	play.
	or in groups.	their ability to	music making and	Listen attentively, move to and talk	Explore and engage
		represent them.	dance, performing solo or in groups.		in music making and dance,
		Listen attentively,	solo or in groups.	about music,	,
		move to and talk		expressing their	performing solo or
		about music,		feelings and	in groups.
		expressing their		responses.	
		feelings and		Watch and talk	
		responses.		about dance and	
		Develop storylines in		performance art,	
		their pretend		expressing their	
		play.Explore and		feelings and	
		engage in music		responses.	
		making and dance,		Develop storylines	
		performing solo or in		in their pretend	
		groups.		play.	
				Explore and engage	
				in music making and	
				dance, performing	
				solo or in groups.	

EAD	Artist of the term-	Artist of the term-	Artist of the term-	Artist of the term-	Artist of the term-	Artist of the term-
	- Music lessons help	We're going on a bear	Tim Noble and Sue	Vincent Van Gogh	COURTNEY	- Fairy tales
	build repertoire of	<u>hunt</u>	<mark>Webster</mark>	- Mother's day card /	<mark>MATTISON</mark>	-Make feather
	songs and exploring	- Paint pictures	_	craft	(loose parts shells)	duster
	instruments	<u>Diwali</u>	<u>Space</u>	- Easter cards	Under the sea	- Teacup bird
	All about me	- Diva lamps	-Patterns	- Easter craft	-Make own rainbow	feeder
	- Explore senses	<u>Christmas</u>	 Planets (painting/ 	- Design an egg	fish	- The rose in the
	- Cutting / modelling	- Christmas cards	models / papier	- Easter bonnets	- Make giant class	dome
	with clay or play	- Christmas decoration	mache)	- Cutting / modelling	octopus	- Cups and Teapots
	dough	- Cutting / modelling	 Junk model jet packs 	with clay or play	- Father's day cards	- Paper cup Chip art
	<u>Polar bear, polar</u>	with clay or play dough	 Cutting / modelling 	dough	/ craft	- Beast masks
	bear what do you		with clay or play		-Make a boat	- Mirror with jewels
	see?	- Music lessons help	dough	- Music lessons help	- Cutting / modelling	- Mad Hatter's Tea
	- Explore insulation	build repertoire of songs	Chinese New Year	build repertoire of	with clay or play	party
	(polar bears) –	and exploring	-Chinese crafts	songs and exploring	dough	- Flowers on sticks
	holding ice / cold	instruments	-Chinese dragon	instruments		- Make own
	water on bare hand		dance		- Music lessons help	pocket/wrist
	and then hand with	Role play: home corner		Role play: garden	build repertoire of	watches
	glove/bubble wrap	/ Christmas grotto /	 Music lessons help 	centre	songs and exploring	- Potions with drink
	insulation	gruffalo café	build repertoire of		instruments	me label
			songs and exploring	Development matters		
	Role play: home	Development matters	instruments	2021:	Role play: school	- Music lessons
	corner	2021:		Explore the natural		help build
		Talk about members of	Role play: space	world around them.	Development	repertoire of songs
	Development	their immediate family	centre	Recognise some	matters 2021:	and exploring
	matters 2021:	and community.		environments that are	Recognise some	instruments
	Name and describe	Recognise that people	Development matters	different from the one	environments that	
	people who are	have different beliefs	2021:	in which they live.	are different from	Role play: castle
	familiar to them.	and celebrate special	Talk about members		the one in which	
	Talk about members	times in different ways.	of their immediate		they live.	Development
	of their immediate					matters 2021:

family and	Understand the effect of	family and	Understand the	Comment on
community	changing seasons on the	community.	effect of changing	images of familiar
Draw information	natural world around	Compare and contrast	seasons on the	situations in the
from a simple map.	them.	characters from	natural world	past.
Understand that		stories, including	around them.	
some places are		figures from the past.		
special to members		Understand that some		
of their community.		places are special to		
Describe what they		members of their		
see, hear and feel		community.		
whilst outside.		Recognise that people		
		have different beliefs		
		and celebrate special		
		times in different		
		ways.		
		Recognise some		
		similarities and		
		differences between		
		life in this country and		
		life in other countries.		
		Understand the effect		
		of changing seasons		
		on the natural world		
		around them.		