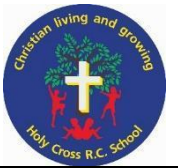


| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|---|--|--|---|--|
| Theme | Marvellous Me!  | Terrific Tales  | Amazing Animals  | Come Outside  | Ticket to Ride  | Fun at the Seaside  |
| Focus topics | Starting School- Ruby Bridges My Family Superheroes My Body Fossils Emotions/ Being Kind Safety Week | Traditional Tales Autumn Letters to Santa Christmas Around the World | Life Cycles Cold Climates On Safari Habitats Vets and Pets Recycling | Fruit/ Vegetables Plants and Flowers- Vincent Van Gough Seeds Mini-beasts Rain Poetry | Space- Mae Jemison Vehicles Old and New Modes of Transport Where do I live in the World/ UK? | Where in the world? Fossils- Mary Anning Marine Life- Seaside Art Lighthouse RNLI- Grace Darling Postcards! Summer |
| Wow moments/ key events | Transition Birthdays Harvest Autumn hunt Black History Month All Saints Day | Post Office Trip Diwali Remembrance Day Anti-Bullying Week Bonfire Night Nativity | Chinese New Year Pet Role Play Ash Wednesday/ Shrove Tuesday St. David's Day World Book Day | Dame Emily Park Trip Class Assembly Planting Seeds Easter Palm Sunday | Church Trip Holi Eid | Clevedon Trip Seaside Poems Transition Sport's Day |
| Key texts | Marvellous Me The Great Big Book of Families The Five Senses Owl Babies Super Duper You | Three Little Pigs Goldilocks and The Three Bears Gingerbread Man Jolly Christmas Postman The Story of the Nativity | The Emperor's Egg Meerkat Mail Handa's Surprise Night Monkey Day Monkey The Very Hungry Caterpillar Animal Non-Fiction Books | Oliver's Vegetables The Tiny Seed The Last Tree Plastic Bag Plants Non-Fiction Books Lila and the Secret of Rain | Beegu The Way Back Home Mae Among the Stars Naughty Bus Mr. Grumpy's Outing The Snail and the Whale | At the Beach The Lighthouse Keeper's Lunch Postcards From Crabby Spit Seaside Poems |
| No Outsiders | The Family Book | Red Rockets and Rainbow Jelly | Hello Hello | You Choose | Don't Hug Doug | Blue Chameleon |
| Literacy- Comprehension | Listening to stories Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts | Beginning to retell stories Describing characters. Retell stories related to events through acting/role play. Retelling stories using images/ apps. Sequence story – use vocabulary of beginning, middle and end. | Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark | Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of | Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming | Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ |

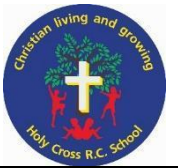
“Treat others as you would like to be treated”



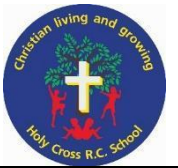
| | | | | | | |
|-------------------------------|---|---|---|--|--|--|
| | <p>about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> | <p>making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Letters and Sounds. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p> | <p>speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. <i>Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow</i></p> | <p>words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p> | <p>event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> |
| <p>Literacy- Word Reading</p> | <p><u>Unlocking Letters and Sounds: Phase 2:</u> s a t p i n m d g o c k c k e u r h b f f l l s s Read words with -s ending CEW: the to into no I go</p> <p>Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words; knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</p> | <p><u>Unlocking Letters and Sounds: Phase 3:</u> j v w x y z zz qu ch sh th (voiced and unvoiced) ng ai ee igh oa oo oo ar or ur Read words containing -ing endings with no change to the root word CEW: me we be he she was you they all</p> <p>Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes</p> | <p><u>Unlocking Letters and Sounds: Phase 3:</u> ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z zz qu ch sh th ng CEW: are my her Revisit: me we be he she</p> <p>Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</p> | <p><u>Unlocking Letters and Sounds: Phase 3 Mastery:</u> Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er CEW: Revisit: was you they all are my her</p> | <p><u>Unlocking Letters and Sounds: Phase 4:</u> CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed and -ing endings with no change to the root word CEW: said have like so do some come were there little one when out what Segmenting adjacent consonants in words and apply this in spelling; blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</p> | <p><u>Unlocking Letters and Sounds: Phase 4 Mastery:</u> CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words Revisit all Phase 4 CEW</p> |



| | | | | | | |
|---|--|---|--|--|---|---|
| <p>Literacy- Writing</p> | <p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p> | <p>Writing CVC words. Drawing Club Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p> | <p>Caption Writing and Tricky Words. Drawing Club Writing some of the CEW Writing CVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p> | <p>Begin to write simple sentences. Drawing Club Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p> | <p>Writing simple sentences. Drawing Club Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p> | <p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> |
| <p>Mathematics</p> | <p>Number Sense: Subitising 1 to 3 Numberblocks Non-number Spatial reasoning Construction 3D shapes</p> | <p>Number Sense: Subitising 1-5 Subitising 6-10 Numberblocks Non-number Spatial reasoning 2D shapes and shape puzzles</p> | <p>Number Sense: Subitising 6-10 Non-number Pattern</p> | <p>Number Sense: Partitioning 2-10 and 'number bonds' for these numbers Non-number Spatial reasoning Symmetry (including shape puzzles and construction)</p> | <p>Composition of 6-9 Comparison of numbers to 10 Numberblocks Non-number Measures</p> | <p>Patterns in numbers in 10 Numberblocks Non-number Pattern Spatial reasoning maps and plans Measures</p> |
| <p>Religious Education (Catholic Primary)</p> | <p>Branch 1: Creation and Covenant</p> | <p>Branch 2: Prophecy and Promise</p> | <p>Branch 3: From Galilee to Jerusalem</p> | <p>Branch 4: From Desert to Garden</p> | <p>Branch 5: To the Ends of the Earth</p> | <p>Branch 6: Dialogue and Encounter</p> |



| | | | | | | |
|--------------------------------|---|--|---|---|--|---|
| Religious Education Programme) | | | | | | |
| Communication and Language | <p>Settling in activities and carpet times. Nursery rhymes. Zones of regulation-moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment.</p> | <p>Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Post office role play- letters to Santa</p> | <p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Instructional language</p> | <p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who...</p> | <p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end.</p> | <p>Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p> |



| | | | | | | |
|--|--|---|---|---|---|--|
| Physical Development | <p>Gross Motor in provision Cooperation games outside i.e. parachute games, scavenger hunt Climbing on outdoor equipment. Different ways of moving to be explored with children.</p> | Working with others | Dance | Fun and games | Throwing and catching | Mini Olympics (preparation for sports day) |
| | <p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p> | <p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> | <p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p> | <p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p> | <p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p> | <p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p> |
| Personal, Social and Emotional Development | <p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | | | | | |

“Treat others as you would like to be treated”



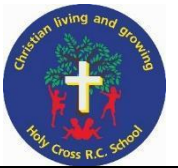
* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.
* Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.

| | | | | | |
|---|--|--|---|--|---|
| Managing self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships. | Managing self: How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | Managing self: Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. | RSE: Created and Loved by God EYFS 1.2.2 Heads, shoulders, knees and toes EYFS 1.3.1 I like, you like, we all like! EYFS 1.3.2 All the feelings! EYFS 1.3.3 Let's get real EYFS 1.4.1 Growing up EYFS 1.4.2 New people, new places | RSE: Created to Love Others EYFS 1.1.1 Handmade with love EYFS 2.1.1 Role model EYFS 2.2.1 Who's who? EYFS 2.2.2 You've got a friend in me EYFS 2.2.3 Forever friends EYFS 2.3.1 What is the internet? EYFS 2.3.2 Playing online | RSE: Created to Live in Community EYFS 2.4.1. Safe inside and out EYFS 2.4.2 My body, my rules EYFS 2.4.3 Feeling poorly EYFS 2.4.4 People who help us EYFS 3.1.1 God is Love EYFS 3.1.2 Loving God, loving others EYFS 3.2.1 Me, you, us |
|---|--|--|---|--|---|

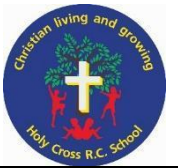
Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.

| | | | | | | |
|---|---|---|---|--|---|---|
| Understanding the world <i>Past and Present</i> <i>People and Communities</i> <i>The Natural World</i> | -Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. -Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. -Read fictional stories about families and start to | -Can talk about what they have done with their families during Christmas' in the past. -Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. | -Listening to stories and placing events in chronological order. -What can we do here to take care of animals in the jungle? -Compare animals from a jungle to those on a farm. -Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. -Nocturnal Animals Making sense of different environments and habitats | -Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. -Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. | -Use Handa's Surprise to explore a different country. -Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. -Look at the difference between transport in this country and one other country. -Use bee-bots on simple maps. Encourage the | -To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. -Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. -Materials: Floating / Sinking – boat building Metallic / non-metallic objects -Seasides long ago |
|---|---|---|---|--|---|---|

“Treat others as you would like to be treated”



| | | | | | | |
|---|---|---|---|--|---|---|
| | <p>tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> -Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. -Introduce children to different occupations and how they use transport to help them in their jobs. -Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. -Long ago – How time has changed. Using cameras. | <ul style="list-style-type: none"> -Share different cultures versions of famous fairy tales. -To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. | <ul style="list-style-type: none"> -Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see -Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. -After close observation, draw pictures of the natural world, including animals and plants | <ul style="list-style-type: none"> -Can children make comments on the weather, culture, clothing, housing. -Change in living things – Changes in the leaves, weather, seasons, -Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. -Building a ‘Bug Hotel’ -Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. -Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. -Look for children incorporating their understanding of the seasons and weather in their play. | <p>children to use navigational language.</p> <ul style="list-style-type: none"> -Can children talk about their homes and what there is to do near their homes? -Show photos of the children’s homes and encourage them to draw comparisons. -Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? -Introduce the children to NASA and America. -Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. -Can children differentiate between land and water. -Take children to places of worship and places of local importance to the community. | <ul style="list-style-type: none"> -Share non-fiction texts that offer an insight into contrasting environments. |
| <p>Expressive Arts and Design</p> <p><i>Creating with Materials</i></p> | <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build</p> | <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> | <p>Rousseau’s Tiger / animal prints / Designing homes for hibernating animals. Collage symmetrical butterflies</p> | <p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of</p> | <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> | <p>Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for</p> |



| | | | | | | |
|--|---|--|---|--|---|---|
| <p><i>Being Imaginative and Expressive</i></p> | <p>models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Collage owls. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p> | <p>Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play of The Nativity and Celebrations</p> | <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> | <p>plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p> | <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with</p> | <p>play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p> |
|--|---|--|---|--|---|---|