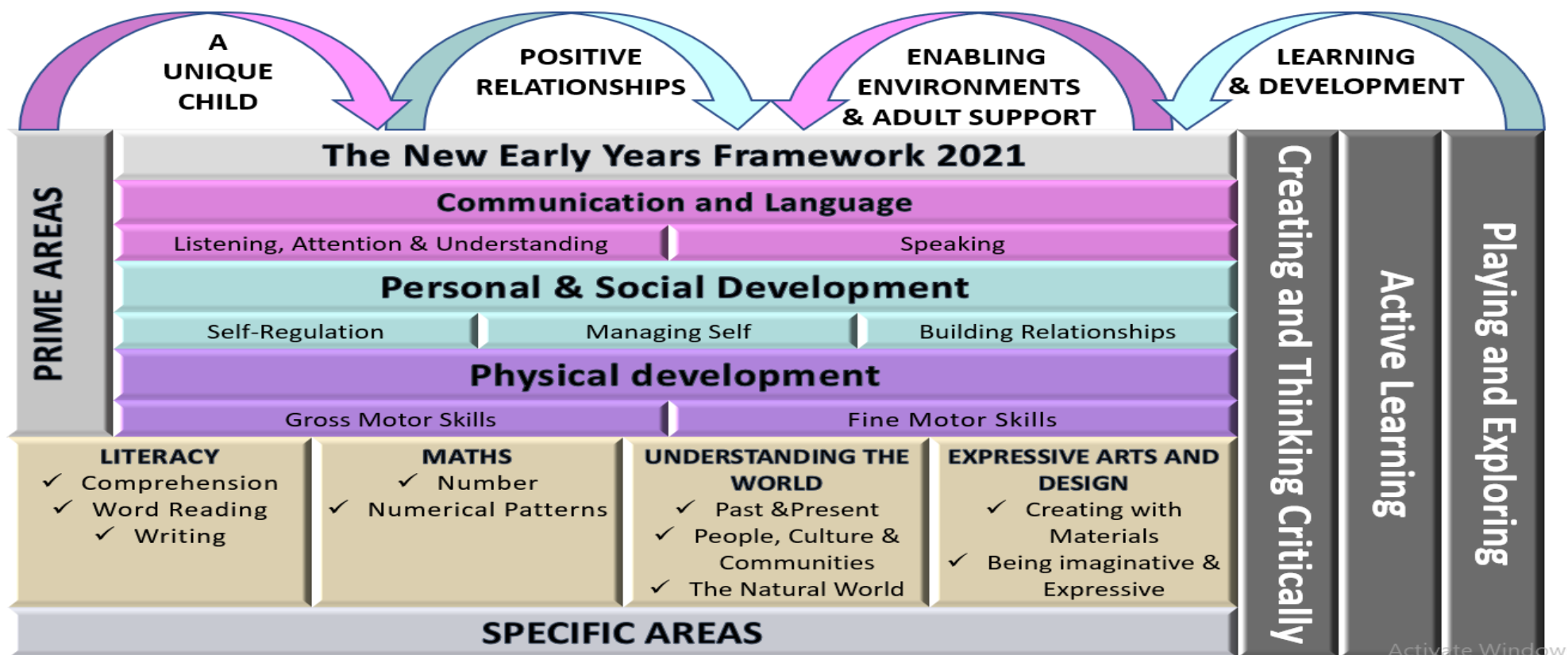


(image taken from Mrs Underwood.co.uk)



The Characteristics of Effective Teaching and Learning.

Playing and Exploring	Active Learning	Creating and Thinking Critically.
<ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them.• Reach for and accept objects. Make choices and explore different resources and materials.• Plan and think ahead about how they will explore or play with objects.• Guide their own thinking and actions by talking to themselves while playing.• Make independent choices. Do things independently that they have been previously taught.• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.• Respond to new experiences that you bring to their attention.	<ul style="list-style-type: none">• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines.• Show goal-directed behaviour.• Use a range of strategies to reach a goal they have set themselves.• Begin to correct their mistakes themselves.• Keep on trying when things are difficult.	<ul style="list-style-type: none">• Take part in simple pretend play.• Sort materials.• Review their progress as they try to achieve a goal. Check how well they are doing.• Solve real problems.• Use pretend play to think beyond the 'here and now' and to understand another perspective.• Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 				

Early Learning Goal Assessment at the end of the Reception Year –

Listening, Attention and Understanding

- 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.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.• Develop their sense of responsibility and membership of a community.• Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.• Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.<ul style="list-style-type: none">• Personal hygiene• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">• regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian				
<p>Early Learning Goal Assessment at the end of the Reception Year –</p> <p>Self-Regulation</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing • mealtimes 				

Early Learning Goal Assessment at the end of the Reception Year –

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none">Understand the five key concepts about print:<ul style="list-style-type: none">print has meaningprint can have different purposeswe read English text from left to right and from top to bottomthe names of the different parts of a bookpage sequencingDevelop their phonological awareness, so that they can:<ul style="list-style-type: none">spot and suggest rhymescount or clap syllables in a wordrecognise words with the same initial sound, such as money and motherEngage in extended conversations about stories, learning new vocabulary.Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.Write some or all of their name.Write some letters accurately.	<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read some letter groups that each represent one sound and say sounds for themRead a few common exception words matched to the school's phonic programme.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/sWrite short sentences with words with known sound-letter correspondences using a capital letter and full stopRe-read what they have written to check that it makes sense				
<p>Early Learning Goal Assessment at the end of the Reception Year –</p> <p>Comprehension</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate (where appropriate) key events in stories.Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonic knowledge by sound-blending.Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					

Writing

- 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.
- Write simple phrases and sentences that can be read by others.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity 				

- Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

Early Learning Goal Assessment at the end of the Reception Year –

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary• Begin to make sense of their own life-story and family’s history.• Show interest in different occupations.• Explore how things work.• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel• Talk about the differences between materials and changes they notice.• Continue developing positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past• Compare and contrast characters from stories, including figures from the past• Draw information from a simple map• Understand that some places are special to members of their community• 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.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different from the one in which they live.• Understand the effect of changing seasons on the natural world around them.				
<p>Early Learning Goal Assessment at the end of the Reception Year –</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Consolidate skills and knowledge from the 3- to 4-year-old section of the Development Matters plus begin to teach from the Reception year of the development matters.</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skill • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups 				

Early Learning Goal Assessment at the end of the Reception Year –

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Autumn 1

	Week Beginning 2 nd September	Week Beginning 9 th September	Week Beginning 16 th September	Week Beginning 23 rd September	Week Beginning 30 th September	Week Beginning 7 th October	Week Beginning 14 th October	Week Beginning 21 st October
Important Dates/Information	Inset – 2 nd and 3 rd . Children start Wednesday 4 th September	Complete school Baseline	Complete school Baseline	Complete school Baseline	National Reception Baseline	Black History Month	Black History Month	Black History Month
		National Reception Baseline	National Reception Baseline	National Reception Baseline	Black History Month	World Mental Health Day – 10 th	Harvest Festival collection for food bank	Harvest Festival collection for food bank
		RWI starts – following strong start document	Maths sessions start.	Parent RWI workshop – 27 th September	All baseline data complete – 11 th .	Farm trip – 14 th and 15 th October.		
Topic	Marvellous Me!					A long long time ago		The World Around Us! (Autumn)
Super Start/Exciting End	Family Photos from Tapestry Children’s favourite books to read (where possible)					Discovery of eggs/Dinosaur in the classroom video.		Visit to the Farm Wellie Walk in the local environment.
Core Texts	Children’s Favourite Books	Colour Monster	Funny Bones	Families, Families, Families	Dinosaurs in the Supermarket	Dave’s Cave	Squirrels Autumn Search	Leaf man
Author of the Term	Julia Donaldson							
Book sessions (Favourite 5/ Poetry Basket/Drawing Club)	Children’s Favourite Books	Along came a different	Colour monster goes to school	The perfect fit	Leaves are falling	Cave baby	Pointy Hat	Pumpkin Soup
Literacy	Assess reading and writing skills and knowledge – Using a book, listening too and talking about a story, phonics knowledge and writing ability.			Recognise and write name. Write initial sounds in words – correct letter formation. Write simple cvc words				
RWI	Play Fred Talk games Assess RWI sounds knowledge..	Introduce and practise the silent signals: Team stop, My turn Your turn (MTYT), Turn to your partner (TTYP) and 1, 2, 3 signal. Teach children to name the pictures on the Sound- Picture Frieze (single sounds) and Play Fred Talk games	Teach reading and writing : m, a, s, d, t and Play Fred Talk games	Teach reading and writing: i, n, p, g, o and Learning to blend (Word Time 1.1) and Play Fred Talk games	Teach reading and writing: c, k, u, b and Learning to blend (Word Time 1.2) and Play Fred Talk games	Teach reading and writing: f e l h and Learning to blend (Word Time 1.3) and Play Fred Talk games. Teach ‘Learning to use Fred Fingers’ until routines established.	Teach reading and writing: r j v y w and Learning to blend (Word Time 1.4) and Play Fred Talk games. Teach ‘Learning to use Fred Fingers’ until routines established.	Teach reading and writing: z x and Learning to blend (Word Time 1.5) and Play Fred Talk games. Fred Fingers: spelling one or two words that have been read that day
Communication and Language	Assess skills and knowledge – listening skills, understanding and speaking.			How to listen, Listening to and responding to stories, begin to new vocab, learn new songs and rhymes				
Personal, Social, Emotional Development	School rules and expectations How to be a good friend – sharing etc Feelings and emotions Being independent How to be a safe pedestrian.							
	PSHE planning - Being Me in My World							
Physical Development	Fine motor – dough disco. Correct use of 1 handed tools such as a pencil, scissors, cutlery, teach correct letter formation.							
		Coach Unlimited baseline assessment	Coach Unlimited - Multi – Skills					
Mathematics	Assess maths skills and knowledge - Counting/shapes/number recognition/pattern/position		Autumn block 1 - Match, sort and compare 1 Match objects 2 Match pictures and objects 3 Identify a set 4 Sort objects to a type 5 Explore sorting techniques 6 Create sorting rules 7 Compare amounts			Autumn block 2– Talk about measure and patterns 1 Compare size 2 Compare mass 3 Compare capacity 4 Explore simple patterns 5 Copy and continue simple patterns 6 Create simple patterns		Autumn block 3 – It’s me 1 2 3! 1 1 Find 1 2 3 2 Subitise 1 2 3 3 Represent 1 2 3 4 1 more 5 1 less 6 Composition of 1 2 3

Understanding the World	Our feelings/body/senses/school/community/cultures/languages spoken/ homes/birthdays/family tree/jobs our families do– similarities and differences.	History of dinosaurs Important historical figure – Mary Anning - Palaeontologist job role. How was the world different – moving on the cave men and then compare to now.	Study local maps for wellie walk /draw maps of the walk/local area. The natural world and the changes of seasons. Talk about what they can see, feel and hear outside. Natural collections of autumn objects. Life cycle of a tree.
Expressive Arts and Design	Explore colour and colour mixing Explore feelings through colour and art Picasso - Self-portraits Familiar Role play experiences eg – home corner, shop and school	Topic linked Role play – Mary Anning’s dinosaur exploration/dig Cave man art – simple representations.	Topic linked Role play – camping/outdoor living . Andy Goldsworthy – Natural Art. Learn camp fire songs
Key Vocabulary taught	Rules and Routines ,Unique, Family ,Family Tree, Skeleton, Body Parts,Feelings Healthy Lifestyles Detached ,Bungalow	Dinosaur, timeline, carnivore, herbivore, omnivore, predator, pray, extinct, prehistoric, fossil, palaeontologist,	Season, autumn, hibernate, harvest, changes, russet, leaves, red, orange, golden, brown, pine cone, pumpkin, acorn

Autumn 2

	Week Beginning 4 th November	Week Beginning 11 th November	Week Beginning 18 th November	Week Beginning 25 th November	Week Beginning 2 nd December	Week Beginning 9 th December	Week Beginning 16 th December
Important Dates/Information	Diwali – 1 st Bonfire Night – 5 th	Remembrance Day – 11 th Children in Need – 15 th Nursery Rhyme Week Anti-bullying Week	Road Safety Week			All data complete – 9 th Christmas Jumper Day – 12 th	EYFS singalong to parents.
Topic	Out of this World			Castles, Knights and Dragons		Christmas	
Super Start/Exciting End	Spaceship crash			Topic Themed Day		Christmas Advent	
Core Texts	Whatever Next	The Darkest Dark	Astro Girl	The very last castle	The knight who wouldn't fight	Stickman	The Traditional Christmas Story
Author of the Term	Oliver Jeffers						
Book sessions (Favourite 5/ Poetry Basket/Drawing Club)	Sweep Not now Bernard	Owl Babies Room on the Broom	Stardust Whats in the Witch's Kitchen?	Princesses break free The Hairy Toe	Cup of Tea Going on a Bear Hunt	Shoes The Christmas Pine	A range of Christmas stories.
Literacy	Rhyme and Rhyming words, Write and read CVC words , Write and read simple phrases						
RWI	Planning according to each group level – see RWI planning handbook for more details.						
Communication and Language	New vocab, talk in sentences/extended sentences, listen to and take part in class discussions, ask and answer questions, talk about events, learn new songs and rhymes						
Personal, Social, Emotional Development	Promote tooth brushing and good oral hygiene How to be a good friend – solving conflict Being independent						
Physical Development	Fine motor, correct use of 1 handed tools such as a pencil, scissors, cutlery, letter formation.						
	Coach Unlimited – Football						
Mathematics	Autumn block 4 - Circles and triangles 1 identify and name circles and triangles 2 Compare circles and triangles 3 Shapes in the environment 4 Describe position	Autumn block 5 – 1 2 3 4 5 1 Find 4 and 5 2 Subitise 4 and 5 3 Represent 4 and 5 4 1 more 5 1 less 6 Composition of 4 and 5 7 Composition of 1-5	Autumn block 6 – shapes with 4 sides 1 Identify and name shapes with 4 sides 2 Combine shapes with 4 sides 3 Shapes in the environment 4 My day and night	Autumn block 7 – Alive in 5 1 Introducing 0 2 Find 0-5 3 Subitise 0 to 5 4 Represent 0 to 5 5 1 more 6 1 less 7 Composition 8 Conceptual subitising to 5	Consolidation and recap		
Understanding the World	Historical figure – Neil Armstrong/Tim Peake/Helen Sharmen Mechanical equipment to explore – such as computers/cogs Ariel map of school from space. Magnets and Gravity			Historical/Important figures – Queen Elizabeth and King Charles What was it like in the past living in a castle? Tamworth Castle – maps, history of the castle.		What does Christmas around the world/different cultures and religions and Christmas's in the past look like? Comparison to their own experiences.	
	RE planning – What is Christmas?						
Expressive Arts and Design	Topic linked role play – space station/space rocket. Firework/Bonfire related artwork Junk modelling – rockets			Topic role play – castle Paul Klee Art work – Castle/2d shapes.		Role play – Santa's workshop Christmas songs /performance	

Key Vocabulary taught	Sun, star, moon, planet, astronaut, gravity, orbit, Earth, alien.	Castle, moat, battlements, drawbridge, portcullis, knight, attack, defend	Christmas, Bethlehem. Mary, Joseph, Shephard, Angel Gabriel, Santa, Elves. Gifts.
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Spring 1

	Week Beginning 6th January	Week Beginning 13th January	Week Beginning 20 th January	Week Beginning 27 th January	Week Beginning 3 rd February	Week Beginning 10 th February
Important Dates/Information	Inset – 6 th		Packington Farm – ‘Healthy Eating’ Workshop – 23 rd	National Story Telling Week Chinese/Lunar New Year – 29 th	Little Kid Town visit – 4 th Feb Children’s mental health week	Safer internet day – 11 th
Topic	The World Around Us! (Winter)		“Who you gunna call?” (People who help us – medical staff, vets, dentist, fire, police, coast guard, postal officer, teachers)			
Super Start/Exciting End	Wellie walk in the local area		Role play village in school			
Core Texts	Here comes Jack Frost	Winter Sleep / Snowball	You cant call an elephant in an Emergency	Non fiction books related to jobs - medical staff, vets, dentist, fire, police, coast guard, teachers.		
Author of the Term	Rachel Bright					
Book sessions (Favourite 5/ Poetry Basket/Drawing Club)	Carrot Nose	I Definitely Don’t Like Winter	The Ugly Ducking	Fabulous Frankie	Mixed	Popcorn
Literacy	Rhyme and Rhyming words, Write and read CVC words , Write and read simple phrases and sentences. Write lists. Full stops and capital letters. Correct formation. Retell stories using vocab from the book.					
RWI	Planning according to each group level – see RWI planning handbook for more details.					
Communication and Language	Build on vocabulary, talk in sentences, extend sentences, listen and respond to discussions, following complex instructions, learn new songs, rhymes and poems					
Personal, Social, Emotional Development	Promote being a good member of society Being a safe pedestrian Healthy Eating. PSHE planning – Dreams and Goals					
Physical Development	Fine motor, correct use of 1 handed tools such as a pencil, scissors, cutlery, letter formation. Coach Unlimited – Gymnastics					
Mathematics	Spring block 1– mass and capacity 1 Compare mass 2 Find a balance 3 Explore capacity 4 Compare Capacity	Spring block 2 – Growing 6,7,8 1 6,7,8 2 Represent 6 7 8 3 1 more 4 1 less 5 Composition of 6 7 8 6 Make pairs odd and even 7 Doubles to 8 (find doubles) 8 Double to 8 (make a double) 9 Combine 2 groups 10 Conceptual Subitising			Spring block 3 – Length, height and time. 1 Explore length 2 Compare length 3 Explore height 4 Compare height 5 Talk about time 6 Order and sequence time	Spring block 4 - Building 9 and 10 1 Find 9 and 10 2 Compare numbers to 10 3 Represent 9 and 10 4 Conceptual subitising to 10 5 1 more 6 1 less 7 Composition of 10 8 Bonds to 10 (2 parts) 9 Make arrangements of 10 10 Bonds to 10 (3 parts) 11 Doubles to 10 (find a double)

				12 Doubles to 10 (make a double) 13 Explore even and odd
Understanding the World	Study local maps for wellie walk /draw maps of the walk/local area. The natural world and the changes of seasons. Talk about what they can see, feel and hear outside. Animals that hibernate. Changing state – freezing/melting	Roles in society – jobs now and in the past.		
Expressive Arts and Design	Music - The Snow is Dancing by Debussy - explore how it makes you feel and how other music makes you feel? Winter related art Role play – School	Topic based role play – links to jobs taught about each week.		
Key Vocabulary taught	Freezing, melting, liquid, solid, frost, ice	Emergency ,Uniform, Firefighter, Fire engine, Hose ,Fire alarm ,Fire extinguisher Police Officer .Police car/van, police station, surgeon, vet, nurse, stethoscope, post office, postal worker, teacher, cavity, dentist, thermometer, dentist, teacher, learning coast guard, life boat.		

Spring 2

	Week Beginning 24 th February	Week Beginning 3 rd March	Week Beginning 10 th March	Week Beginning 17 th March	Week Beginning 24 th March	Week Beginning 31 st March	Week Beginning 7 th April
Important Dates/Information		Pancake Day – 4 th World Book Day – 6 th March	Young Carer’s Action Day – 13 th Holi – 14 th March		Mother’s Day – 30 th March Eid-Al – Fitr – 30 th March	All data complete – 31 st . World Autism Awareness Day – 2 nd April	
Topic	Around the World					The World Around Us! (Spring and Easter)	
Super Start/Exciting End	Paddington arrives with passports for the children – inviting them on his trip around the world.					Wellie walk in the local area and plant seeds Easter Afternoon – egg hunt and bonnet parade.	
Core Texts	My Granny went to the market	Handa’s Surprise / Mama Panya’s Pancakes: A Village Tale from Kenya (Africa)	A walk in London (London, England)	Poles Apart (Antarctica and Artic)	Somebody swallowed Stanley (Under the sea)	When will it be Spring? /	I’m going on an Easter Egg hunt.
Author of the Term	Tom Percival						
Book sessions (Favourite 5/ Poetry Basket/Drawing Club)	Amazing Pancake	The Invisible	The Paper Dolls	Goldilocks and just one more bear Stepping Stones	Peace at Last 5 little peas	Super Jo does not do cuddles	Egg Drop
Literacy	Write and read simple phrases and sentences. Write lists and instructions. Full stops and capital letters. Correct formation. Retell stories using vocab from the book.						
RWI	Planning according to each group level – see RWI planning handbook for more details						
Communication and Language	Build on vocabulary, talk in sentences, extend sentences, listen and respond to discussions, following complex instructions, correct use of past, present and future tenses, use of conjunctions, learn new songs, rhymes and poems.						
Personal, Social, Emotional Development	Promote all aspects of health – eating, dental, screen time etc.						
Physical Development	Fine motor, correct use of 1 handed tools such as a pencil, scissors, cutlery, letter formation. Coach Unlimited – Tennis						
Mathematics	Spring block 4 - Building 9 and 10 1 Find 9 and 10 2 Compare numbers to 10 3 Represent 9 and 10 4 Conceptual subitising to 10 5 1 more 6 1 less 7 Composition of 10 8 Bonds to 10 (2 parts) 9 Make arrangements of 10 10 Bonds to 10 (3 parts) 11 Doubles to 10 (find a double)Doubles to 10 12 (make a double) 13 Explore even and odd		Spring block 5 – Explore 3D Shapes 1 – Recognise and name 3d shapes – 4/3/24 2- find 2d shapes within 3d shapes – 4/3/24 3 - Use 3d shapes for tasks – 4/3/24 4 – 3d shapes in the environment – 4/3/24 5 – identify more complex patterns - 11/3/24 6 – Copy and continue patterns - 11/3/24 7 – patterns in the environment - 11/3/24		Spring block 6 – To 20 and beyond 1- Build numbers beyond 10 (10-13) 2- Continue patterns beyond 10 (10-13) 3- Build numbers beyond 10 (14-20) 4- Continue patterns beyond 10 (14-20) 5- Verbal counting beyond 20 6- Verbal counting patterns		Consolidation and recap
Understanding the World	Transport – how do we travel around the world now and in the past? Compare and contrast life in the different places – including ways of life, food etc Locate on world map where the children are from – EAL children. London – past and present David Attenborough and Scott of the Antarctic					Study local maps for wellie walk /draw maps of the walk/local area - Wellie walk in the local area. The natural world and the changes of seasons. Talk about what they can see, feel and hear outside. Does	

	Weather in each place Plastic pollution and the effect it has.	everyone celebrate Easter and if so how? What does Easter in the past look like?
	RE planning – What is Easter?	
Expressive Arts and Design	African prints, jewellery, music, animals, dance. Watch parts of Lion King the musical. Music and dance related to England. Music played by the guards.	Kandinsky artwork – create a tree to represent spring in the style of. Still life drawing
Key Vocabulary taught	General – travel, world, globe, places, countries, cities Africa - Sahara Desert , Savannah Grasslands London - Monarch , Royal Family ,Capital City Antarctica -Iceberg ,Glacier , Emperor Penguin Artic -Snow, Ice, Polar Bear. The Ocean - Ocean pollution, Recycle	blossom, bud. hatch chick. Daffodil tadpole.lamb God, Jesus, died, cross, resurrected Flower, fruit, shoot, root, stem, leaves

Summer 1

	Week Beginning 28 th April	Week Beginning 5 th May	Week Beginning 12 th May	Week Beginning 19 th May
Important Dates/Information		Bank Holiday – 5 th		Inset day – 23 rd .
Topic	Traditional Tales			
Super Start/Exciting End	Possible show in school showing a traditional tale.			
Core Texts	Little Red Riding Hood	The Gingerbread Man	The Billy Goats Gruff	Hansel and Gretel
Author of the Term	Liz Pichon			
Book sessions (Favourite 5/ Poetry Basket/Drawing Club)	My must have mum	The Fox	The Giant Jam Sandwich	Wolves in Helicopters
Literacy	Write and read simple phrases and sentences. Write lists, instructions and stories. Full stops and capital letters. Correct formation. Retell stories using vocab from the book.			
RWI	Planning according to each group level – see RWI planning handbook for more details			
Communication and Language	Build on vocabulary, talk in extended sentences, hold and take part in a detailed discussion, following complex instructions, correct use of past, present and future tenses, use of conjunctions.			
Personal, Social, Emotional Development	Promote healthy eating and dental hygiene.			
	PSHE planning – Relationships			
Physical Development	Fine motor, correct use of 1 handed tools such as a pencil, scissors, cutlery, letter formation.			
	Coach Unlimited – Athletics			
Mathematics	Summer block 1 – How many now? 1 Add more 2 How many did I add? 3 Take away 4 How many did I take away?		Summer block 2 – Manipulate, compose and decompose 1 select shapes for a purpose 2 Rotate shapes 3 Manipulate shapes 4 Explain shape arrangements 5 Compose shapes 6 Decompose shapes 7 Copy 2D shape pictures 8 Find 2d shapes within 3d shapes	
Understanding the World	Change of materials when cooking Compare past and present from the stories Create maps to re tell the stories Compare tools/objects from the stories to now – wood cutters axe – chainsaw etc.			
Expressive Arts and Design	Topic role play – stage for telling stories. Junk modelling of the bridge and other main structures in the stories.			
Key Vocabulary taught	Once upon a time A long time ago The end Author, illustrator, traditional, beginning, middle, ending, problem, solution			

Summer 2

	Week Beginning 2 nd June	Week Beginning 9 th June	Week Beginning 16 th June	Week Beginning 23 rd June	Week Beginning 30 th June	Week Beginning 7 th July	Week Beginning 14 th July
Important Dates/Information	Eid- Al – Adha – 6 th	Kings Official Birthday – 9 th Fathers day – 15 th Healthy eating week ELG data due in		EYFS sports day – 24 th			
Topic	Minibeasts		Superheroes		Summer/At the seaside		Moving on
Super Start/Exciting End	Butterflies – to watch grow and change		Super hero day		Seaside themed afternoon		
Core Texts	The Very Hungry Caterpillar	Mad about minibeasts	Supertato	Super Daisy/Super Duck/Super Bat	Mouse's Summer Muddle/Hello Summer	What the lady bird heard at the seaside	Super Duper You
Author of the Term	Giles Andreae						
Book sessions (Favourite 5/ Poetry Basket/Drawing Club)	Under a stone Superworm	Barabra thows a wobbler A little shell	The seesaw	The Whale who wanted more	Blue monster wants it all.	The Lighthouse Keeper's Lunch	The Pencil
Literacy	Write and read simple phrases and sentences. Write lists, instructions, stories and nonfiction reports. Full stops and capital letters. Correct formation. Retell stories using vocab from the book.						
RWI	Planning according to each group level – see RWI planning handbook for more details						
Communication and Language	Build on vocabulary, talk in extended sentences, , hold and take part in a detailed discussion, following complex instructions, correct use of past, present and future tenses, use of conjunctions.						
Personal, Social, Emotional Development	PSHE planning – Changing me. Thinking about Moving on – Transition. Healthy eating PSHE planning – Changing me						
Physical Development	Additional PE – Sports day events Fine motor, correct use of 1 handed tools such as a pencil, scissors, cutlery, letter formation. Coach Unlimited – Rounders						
Mathematics	Summer block 3 - Sharing and grouping 1 Explore sharing 2 Sharing 3 Explore grouping 4 Grouping 5 Even and odd sharing 6 Play with and build doubles		Summer block 4 – Visualise build and map 1 identify units of repeating patterns 2 create own pattern rules 3 explore own pattern rules 4 Replicate and build scenes and constructions 5 visualise from different positions 6 describe positions 7 Give instructions to build 8 explore mapping 9 represent maps with models 10 create own maps from familiar places 11 create own maps and plans from story situations		Summer block 5 - make connections 1 Deepen understanding 2 patterns and relationships	Consolidation and recap	
Understanding the World	Minibeasts habitats and food chains Life cycle of a butterfly and other minibeasts		Drawing maps related to superheroes saving people		Talk about what they can see, feel and hear outside. Changing in the season – summer. Compare and contrast to other seasons.		Compare starting Reception to what you know now.

			History of holiday. Maps of journeys. Find places of holidays on world map	
	RE planning – Special Places.			
Expressive Arts and Design	Clay models	Role play – gym	Role play – beach themed.	
Key Vocabulary taught	Minibeasts, insects, spider, bee, butterfly, caterpillar, ladybird, fly, snail, slug, beetle, wasp, ant, worm, earwig, woodlouse, home, habitat, food, legs, wings, body, head, antennae, garden, soil, web, nest, leaf, flower, tree, honey.	Enemy, villain, courage, rescue, bravery, defeat, invisibility, disguise, cloak	Beach, sandcastle, wave, sea, sand, cliff, bucket, deckchair, towel, starfish, rockpool, seashell, seagull, pier, crab, seaweed, parasol, season – summer, sun, hot.	Aspirations, goals, motivation, inspire, steps, success, new experiences