

Reception Sept 24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's Good to be me	Let's Celebrate!	Trains, planes, and Automobiles	Adventures above and under the clouds	Spots, Stripes, and Scales	Wild woods
Focus	My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Autumn Celebrations Light and Dark	Winter Contrasting environments Travel /Transport	Hibernation Where do you live? Space Customs around the world	Signs of Spring Animals around the world Animal patterns Habitats	The Great Outdoors Recycling Farm Healthy Eating Growing Life Cycles
Events and Celebrations	Harvest	Bonfire Night Diwali Remembrance Day Christmas	Chinese New Year	World Book Day Easter Ramadan and Eid-ul-Fitr	St. George's Day	Sports Day Transition Day
Key Texts	Our Class is a Family God knows all about me Monkey Puzzle The Colour Monster Little Red Riding Hood	Autumn Leaf Thief Jesus Christmas Party The Nativity	Seasons	The Little Red Hen	Hello Spring The Tiny Seed Non-Fiction texts about Animals	Walk in the Woods Oak Tree
Other Learning experiences		Remembrance Service Nativity	The Didcot Railway	Church Visit	Cotswold Wildlife Park	EYFS Beach Day out
Communication and language	Nursery rhymes, poems and stories with repeated refrains. Favourite story/rhyme. Create stories – Tales Toolkit Extended conversations about stories, learn new vocabulary. Story vocabulary Time vocabulary Observe and to talk about similarities and differences in full sentences, use past, present and future tenses and conjunctions. Attend and respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. Sharing weekend and holiday news	Engage with books, fiction and non-fiction. Nursery rhymes, poems and stories with repeated refrains. Create stories – Tales Toolkit New introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 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. Hold conversation when engaged in back-and-forth exchanges Share Holiday and weekend news	Create stories – Tales Toolkit Use language of designing and making, e.g., join, build and shape Talk and sort using simple scientific criteria. Use recently introduced and new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Talk about the lives of the people around them and their roles in society. (Past and present) Share creations, explaining the processes used. Listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges. Share Christmas holiday news	Create stories – Tales Toolkit Comment on what is heard and further understanding by asking relevant questions. Use and understand recently introduced and new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversations when engaged in back-and-forth exchanges. Share weekend and holiday news	Poetry and alliteration. Create stories – Tales Toolkit Explain why things might happen. Explain simple phenomena. How? Why? Make observations and talk about similarities and differences. Listen and respond to stories about scientific processes/events/objects. Ask why. Talk and sort using simple scientific criteria. Use and understand recently introduced and new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold conversation when engaged in back-and-forth exchanges. Share Easter Holiday News	To listen and respond to stories about scientific processes/events/objects. To ask why. Use and understand new and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Hold conversation when engaged in back-and-forth exchanges Share weekend and Holiday news

<p>Personal, social and emotional</p> <p>Living in the wider world – know about similarities and differences between self and others, and among families, communities, and traditions.</p>	<p>See themselves as a valuable individual Build constructive and respectful relationships.</p> <p>SEAL – New Beginnings</p>	<p>Express their feelings and consider the feelings of others Think about the perspective of others</p> <p>SEAL – Relationships</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>SEAL – Changes</p>	<p>SEAL - Good to be me What makes me special? People close to me Getting help</p> <p>February – Safer internet day - Smartie the Penguin (2x story sessions).</p>	<p>SEAL – Getting on and falling out</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>SEAL – Going for goals Transition</p> <p>Developing Community – Whole School Assembly</p> <p>Sports Day</p>
<p>Physical Development</p> <p>Gross Motor</p> <p>Fine Motor</p> <p>Intervention for individual children. Correct letter formation modelled and practised alongside taught sounds. Hand over hand used to support the correct letter formation.</p>	<p>Gross Motor – PE - Games -Unit 1 Beanbags/Unit 2 Balls Use of core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Forest School</p> <p>Singing and movement for gross motor skills and anti – clockwise movement.</p> <p>Fine Motor - Pencil grasp and writing stage assessment – Self/family portrait. Fine motor activities in enhanced provision. Daily name writing practise</p>	<p>Gross Motor - PE - Gymnastics -Unit A Travelling (including prepositions) Forest School</p> <p>Fine motor Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone. Use tools to effect changes to materials. Show preference for dominant hand Engage in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Gross Motor- PE- Gymnastics -Unit B Stretching & curling. Use of large-muscle movements to wave flags and streamers, paint and make marks. Forest School</p> <p>Fine Motor - Pencil grasp and writing stage assessment. Daily name/CVC writing activities. Finger Gym activities (Intervention). Develop muscle tone. Teach and model correct letter formation.</p>	<p>Gross Motor – PE - Games - Unit 3 Hoops and quoits Forest School</p> <p>Combine different movements with ease and fluency.</p> <p>Fine Motor - Pencil grasp and writing stage assessment. Daily name/CVC and caption writing activities. Finger Gym activities (Intervention). Develop muscle tone. Teach and model correct letter formation.</p>	<p>Gross Motor – PE - Games - Unit 4 Ropes, bats and balls Forest School</p> <p>Fine Motor - Pencil grasp and writing stage assessment. Daily name/CVC, caption and sentence writing. Finger Gym activities(intervention). Develop muscle tone to put pencil pressure on paper. Teach and model correct letter formation.</p>	<p>Gross Motor – Athletics and Sports day events Forest School</p> <p>Fine Motor - Pencil grasp and writing stage assessment. Daily name/CVC writing activities. Finger Gym activities (Intervention). Develop muscle tone to put pencil pressure on paper. Teach and model correct letter formation.</p>
<p>Literacy</p> <p>New Sounds each term</p> <p>Word Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>Name recognition and writing practise Mark making opportunities New - (s,a,t,i,p,n,c,k,e,h,r). Digraph - (ck). Letter formation taught Introduce oral segmenting and blending (phoneme fingers). Phonics workshop for parents. Reading books and sound packs sent home. Anticipate – where appropriate – key events in stories.</p>	<p>Revision of taught sounds. New - (m,d,g,o,u,l,f,s,b,j,y). Digraphs - (ll,ff,ss). Letter formation taught Sentence books introduced after ss as in glass. Interventions - blending tricky/pencil grasps introduced. Common exception / High frequency words introduced. Tricky words introduced - no, go, so (house) I (lives on own) the (Lives on own) to, into, do (house). Anticipate – where appropriate – key events in stories.</p>	<p>Revision of taught sounds and tricky words. New - (w, ai,ay,oa,ow,ie,igh). Sentence books continued. Tricky words taught using houses – we, he, she, me, be (house) Sentence dictation groupwork to embed segmenting skills and correct letter formation, and to build up writing stamina. Link stories to an understanding of historical context e.g. Why did Mary travel on a donkey? - Demonstrate understanding of what has been read to them by retelling stories and</p>	<p>Revision of taught sounds and tricky words. Read individual letters by saying the sounds for them (z). Read some letter groups that each represent one sound and say sounds for them (ee, or,zz,wh,ea (eat),ea (head)). Tricky words taught using ‘houses’ was, (house) why, my, by (house) you, your (house) - Sentence writing modelled during whole class teaching. Children are encouraged to self-correct their writing using writing checklists in their sentence books.</p>	<p>Revision of taught sounds and tricky words. Read individual letters by saying the sounds for them (v,x). Read some letter groups that each represent one sound and say sounds for them (nk, oo-oo, -y (sunny), ch). Lots of opportunities in the continuous and enhanced provision to promote independent writing alongside daily phonics lessons including writing books used. - Tricky words taught using ‘houses’ are (house), all (house).</p>	<p>Revision of taught sounds and tricky words. Read some letter groups that each represent one sound and say sounds for them (sh, ou,ow,oi,oy,er,ar) 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. - Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</p> <p>Environment print.</p>	<p>Tales Toolkit - use props and materials when role playing characters to create stories 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.</p>	<p>narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> - Anticipate – where appropriate – key events in stories. - Invent, adapt and recount narratives and stories with peers and their teacher. 	<p>Children to tick off whether they have used a capital letter; gaps, their phoneme fingers to help them segment, and a full stop.</p> <ul style="list-style-type: none"> - Children to use a highlighter to highlight the digraphs they have used within their writing. - Sentence dictation groupwork to embed segmenting skills and correct letter formation, and to build up writing stamina. - Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? why, because? - 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. - Invent, adapt and recount narratives and stories with peers and their teacher. 	<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. - Invent, adapt and recount narratives and stories with peers and their teacher. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs.
<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p> <p>Combination of deliberate teaching and continuous provision.</p> <p>White Rose Maths</p>	<p>Getting to Know you</p> <ul style="list-style-type: none"> - Introduce daily routine – days of the week, season, number of children in class <p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>It's me 1-2-3! Representing 1-2-3 Compare 1, 2, 3 Composition of 1, 2, 3</p>	<p>It's me 1-2-3!</p> <ul style="list-style-type: none"> - Representing 1-2-3 - Compare 1, 2, 3 - Composition of 1, 2, 3 <p>Introduce five frame.</p> <p>Circles and triangles Circles and triangles (2D shapes) 1, 2, 3, 4, 5</p> <p>Shapes with 4 sides Positional language Measure – Day and Night</p>	<p>Alive in 5!</p> <ul style="list-style-type: none"> - Introducing zero - Comparing numbers to 5 - Composition of 4 & 5 - Compare Mass (2) - Compare capacity (2) <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> - 6, 7, 8 - Combining 2 amounts - Making pairs <p>Length and height Time</p>	<p>Building 9 &10</p> <ul style="list-style-type: none"> - Counting to 9 & 10 - Comparing numbers to 10 - Bonds to 10 <p>3D shapes Spatial awareness Patterns</p> <ul style="list-style-type: none"> - Display using a part whole model. - Daily singing and movement – counting in 2s, 5s, 10s - Focus on numbers to 10 – counting to 10, comparing 	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections Consolidation</p> <p>To 20 and Beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning</p>	<p>Sharing and grouping Find my pattern Doubling Even and Odd Spatial reasoning Visualise and Build Deepening Understanding Patterns and Relationships Spatial mapping Mapping Consolidation Model counting back using whole class number line.</p>

<p>One to One Principle</p> <p>Stable order principle</p> <p>Cardinal Principle</p> <p>Abstraction Principle</p> <p>Order irrelevance Principle</p>			<p>Model writing the matching subtraction number sentence.</p> <p>Focus on numbers to 5 – counting to 5, comparing groups within 5, changes within 5 (1 more, 1 less), number bonds within 5 (using five frame and part whole model)</p> <p>Focus on numbers to 8 – counting to 10, comparing groups up to 8, addition up to 8, number bonds to 8 (using tens frame and part whole model).</p> <p>-</p>	<p>groups up to 10, addition within 10, number bonds to 10 (using tens frame and part whole model).</p> <ul style="list-style-type: none"> - Measure – length, height, distance, and weight. - Subtraction - Exploring patterns – making simple patterns and exploring more complex patterns. - Estimation station, challenge each day - Number bonds to 10 – Farmer Pete - Cardinal number practice - Shop role play to explore doubles/subtraction. 	<p>Match rotate, manipulate</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning (2)</p> <p>Compose and Decompose</p> <p>Display using a part whole model.</p> <ul style="list-style-type: none"> - Daily singing and movement – counting in 2s, 5s, 10s - Counting on and counting back – adding by counting on and taking away by counting back (number line used) - Numbers to 20 – counting to and from 20 	<ul style="list-style-type: none"> - Daily singing and movement – counting in 2s, 5s, 10s - Counting on and counting back – adding by counting on and taking away by counting back (number line used)
<p>Understanding of the World</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Talk about school/class as a community</p> <p>Identify some similarities and differences between things in the past and now, drawing on my own experiences and what I have learnt in class.</p> <p>- Forest School</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>- Forest School</p>	<p>Comment on images of familiar situations in the past (modes of transport)</p> <p>Draw information from a simple map – prepositions, environmental print, and symbols.</p> <p>Access to atlases, world puzzles, beebots and understanding how to follow a trail.</p> <p>Map of school and outside area including local.</p> <p>I can identify some similarities and differences between the natural world around me and contrasting environments.</p> <p>Identify some similarities and differences between things in the past and now, drawing on my own experiences and what I have learnt in class.</p> <p>Forest School</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live (Link to Red nose day 2023).</p> <p>Meeting a variety of people that help us including exploring their vehicles</p> <p>I can explain some similarities and differences between life in this country and life in other countries – drawing on knowledge from stories, non-fiction texts and maps.</p> <p>I can identify some similarities and differences between the natural world around me and contrasting environments.</p> <p>Access to atlases, world puzzles, beebots and understanding how to follow a trail.</p> <p>To begin to use science words</p> <p>- Forest School</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear, and feel.</p> <p>I am always exploring the natural world around me, making observations and drawing pictures of plants and animals.</p> <p>I can identify some similarities and differences between the natural world around me and contrasting environments.</p> <p>To talk and sort using simple scientific criteria.</p> <p>- Forest School</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Visiting museums – class trip to Oxford story museum.</p> <p>Beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explore objects, materials, living things and resources designed to model scientific processes. (How it works)</p> <p>- Forest School</p>

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Understanding of the World EYFS Statutory Educational Programme: 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.						
R.E	Can I speak to God? Daily prayers What can you find in a Church? Church building exploration	Ways to say “Thank you” Harvest Celebration, The Nativity Story	What is a religious belief? The Good Samaritan ‘Love your neighbour’ Whole school worship	What is a Religious Symbol? Name the cross as a Christian symbol, recognise other religious symbols or symbolic clothing Should I say sorry? Easter	Does it feel special to belong to a community? What groups do you belong to? How do you show others you belong to these groups? How does it feel to be part of a family, class, school?	Should people take care of the world? What can we see in our wonderful world? Change, life cycles, Creation story.
Expressive arts and designs	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Use different materials to express their own idea. To learn how to use a range of tools, e.g. scissors, hole punch, stapler.	Sing in a group or on their own, increasingly matching the pitch and following the melody (Nativity performance) Use different materials to express their own idea. To begin to understand some of the tools, techniques and processes involved in food preparation.	Begin to use the language of designing and making, e.g. join, build and shape. To learn to construct with a purpose in mind.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore textures, feel and look at different materials Respond to a range of media and materials, developing an understanding that they manipulate and create effects. Use different materials to express their own ideas.	<ul style="list-style-type: none"> - Create collaboratively, sharing ideas, resources, and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. - Watch and talk about dance and performance art, expressing their feelings and responses.
	Sing Up - I’ve got a grumpy face. Focus: Timbre, beat, pitch contour. Objectives: <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. 	Sing Up - Bird spotting: Cuckoo polka Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mi). • Enjoy moving freely and expressively to music. 	Sing Up – Row, row, row your boat Focus: Beat, pitch (step/leap), timbre. Objectives: <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with ‘stepping’ and ‘leaping’ notes. • Play a steady beat on percussion instruments. Song Bank: Row, row, row your boat; The transport song.	- Sing Up	- Sing Up	Sing Up

	<ul style="list-style-type: none">• Mark the beat of the song with actions. -		Watch/Listen/Move: <ul style="list-style-type: none">• Rowing a boat video.• A short clip demonstrating rowing actions. - Row, row, row your boat animation (Super Simple Songs).			
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