

Reception Sept 23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a story	Why do leaves go crispy?	Totally Roarsome! (Dinosaurs)	Who can be a superhero? People who help us	How many legs does it have?	Let's go on an adventure
Communication and language	<ul style="list-style-type: none"> <li>- Listen carefully to and learn rhymes and songs, paying attention to how they sound.</li> <li>- Answer how and why questions about experiences and in response to stories or events.</li> <li>- Understand and use vocabulary related to time.</li> <li>- To make observations and to talk about similarities and differences.</li> <li>- To listen and respond to stories about scientific processes/events/objects. To ask why.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>- Express ideas and feelings about own experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from teacher.</li> <li>- Give focused attention to what the teacher says, responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- 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.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use the language of designing and making, e.g., join, build and shape</li> <li>- To talk and sort using simple scientific criteria.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>- Share their creations, explaining the processes they have used.</li> <li>- 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.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Comment on what I have heard and further my understanding by asking relevant questions.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>- 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.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore poetry and alliteration.</li> <li>- Begin to offer explanations for why things might happen.</li> <li>- To explain simple phenomena. How? Why?</li> <li>- To make observations and to talk about similarities and differences.</li> <li>- To listen and respond to stories about scientific processes/events/objects. To ask why.</li> <li>- To talk and sort using simple scientific criteria.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>- 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.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen and respond to stories about scientific processes/events/objects. To ask why.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- 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.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>

	even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					
<b>Personal, social and emotional</b>	<ul style="list-style-type: none"> <li>- See themselves as a valuable individual in their family, friendships, class, school.</li> <li>- Build constructive and respectful relationships.</li> </ul> <p><b>SEAL - Relationships</b></p>	<ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others</li> <li>- Think about the perspective of others</li> </ul> <p><b>SEAL – Changes</b></p> <ul style="list-style-type: none"> <li>- <b>Living in the wider world</b> – they know about similarities and differences between themselves and others, and among families, communities, and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>- Show resilience and perseverance in the face of challenge</li> </ul> <p><b>SEAL – Good to be me</b></p>	<p>February 17<sup>th</sup> – <b>Safer internet day</b> - Smartie the Penguin (2x story sessions).</p> <p>We play an essential role in helping young children learn the foundations of safe online behaviour. Children are naturally curious in understanding the world we live in; it is our responsibility to enable them to do so, including helping them to recognise the value of technology and use it safely. Role modelling safe use of the internet should become part of our everyday practice.</p> <p><i>(Safeguarding Children and Protecting Professionals in Early Years Settings Online Safety Guidance for Practitioners February 2019)</i></p> <p><b>Session 1:</b> Pop ups and in app purchasing, inappropriate websites for older children, cyberbullying</p> <p><b>Session 2:</b> Upsetting images, Unreliable information, talking to strangers online</p>	<ul style="list-style-type: none"> <li>- Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><b>SEAL – Getting on and falling out</b></p>	<ul style="list-style-type: none"> <li>- <b>SEAL – Going for goals</b></li> </ul>

<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>- Singing and movement for gross motor skills and anti-clockwise movement.</li> <li>- Pencil grasp and writing stage assessment – Self/family portrait</li> <li>- Fine motor activities in enhanced provision</li> <li>- Correct letter formation modelled and practised alongside taught sounds.</li> <li>- Hand over hand used to support the correct letter formation.</li> <li>- Daily name writing practise</li> <li>- <b>PE - Games -Unit 1</b> Beanbags/Unit 2 Balls</li> </ul> <p><b>Forest School</b></p>	<ul style="list-style-type: none"> <li>- Interventions in place for those children that need support with their pencil grasp and control (Pencil grasps introduced if needed).</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul> <p><b>PE - Gymnastics -Unit A Travelling (including prepositions)</b></p> <p><b>Forest School</b></p>	<ul style="list-style-type: none"> <li>- Pencil grasp and writing stage assessment.</li> </ul> <p><b>PE- Gymnastics -Unit B Stretching &amp; curling</b></p> <p><b>Forest School</b></p>	<ul style="list-style-type: none"> <li>- Combine different movements with ease and fluency.</li> </ul> <p><b>PE - Games - Unit 3 Hoops and quoits</b></p> <p><b>Forest School</b></p>	<p><b>PE - Games - Unit 4 Ropes, bats and balls</b></p> <p><b>Forest School</b></p>	<ul style="list-style-type: none"> <li>- Dance and Sports day events</li> </ul> <p><b>Forest School</b></p>
<p><b>Literacy</b></p> <p>Sounds introduced each term</p>	<ul style="list-style-type: none"> <li>- Daily name recognition practise (pegs, drawers, class sign in etc)</li> <li>- Opportunities for mark making in different forms using a range of media and materials.</li> <li>- Read individual letters by saying the sounds for them (s,a,t,i,p,n,c,k,e,h,r).</li> <li>- Teach Digraph (ck).</li> <li>- Letter formation is taught and recorded in sound books.</li> <li>- Introduce and model segmenting and blending, practise daily (phoneme fingers).</li> <li>- Opportunities to build and write CVC words (using magnetic letters).</li> <li>- Children are encouraged to place magnetic letters into alphabetical order (support sheet provided) to embed letter shape familiarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of taught sounds.</li> <li>- Teach Sounds (m,d,g,o,u,l,f,s,b,j,y).</li> <li>- Teach Digraphs (ll,ff,ss).</li> <li>- Letter formation is taught alongside the above sounds and recorded in sound books.</li> <li>- Sentence books introduced once all sounds have been introduced.</li> <li>- Interventions to support children finding blending tricky/pencil grasps introduced to those that need it.</li> <li>- High frequency(common) words introduced.</li> <li>- Introduce Tricky words in houses - no, go, so (house) I (lives on own) The (Lives on own) to, into, do (house).</li> <li>- Sentence writing modelled during whole class teaching using taught sounds and tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of taught sounds and tricky words.</li> <li>- Teach sounds (w).</li> <li>- Teach Digraphs (ai,ay,oa,ow,ie,igh).</li> <li>- Sentence books continued.</li> <li>- Tricky words taught using houses – we, he, she, me, be (house)</li> <li>- Sentence dictation groupwork to embed segmenting skills and correct letter formation, and to build up writing stamina.</li> <li>- Link stories to an understanding of historical context e.g. Why did Mary travel on a donkey?</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of taught sounds and tricky words.</li> <li>- Teach sound (z).</li> <li>- Teach Digraphs (ee, or,zz,wh,ea (eat),ea (head)).</li> <li>- Tricky words taught using ‘houses’ was, (house) why, my, by (house) you, your (house)</li> <li>- Children are encouraged to self-correct their writing using writing checklists in their sentence books. Children to tick off whether they have used a capital letter; gaps, their phoneme fingers to help them segment, and a full stop.</li> <li>- Children to use a highlighter to highlight the digraphs they have used within their writing.</li> <li>- Sentence dictation groupwork to embed segmenting skills and correct letter formation, and to build up writing stamina.</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of taught sounds and tricky words.</li> <li>- Teach Sounds (v,x).</li> <li>- Teach digraphs (nk, oo-oo, -y (sunny), ch).</li> <li>- Lots of opportunities in the continuous and enhanced provision to promote independent writing alongside daily phonics lessons including writing books used.</li> <li>- Tricky words taught using ‘houses’ are (house), all (house).</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Invent, adapt and recount narratives and stories</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of taught sounds and tricky words.</li> <li>- Teach digraphs (sh, ou,ow,oi,oy,er,ar).</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul>

	<ul style="list-style-type: none"> <li>- Reading books and sound packs sent home to match taught sounds.</li> <li>- <b>Phonics workshop held for parents.</b></li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- At this stage written words that are phonetically correct will not be corrected.</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? why, because?</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- with peers and their teacher.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	
<p><b>Mathematics</b></p> <p>Combination of deliberate teaching and continuous provision.</p> <p><b>White Rose Maths</b></p> <p>One to One Principle</p> <p>Stable order principle</p> <p>Cardinal Principle</p>	<p><b>Getting to Know you</b></p> <ul style="list-style-type: none"> <li>- Introduce daily routine – days of the week, season, number of children in class</li> </ul> <p><b>Match, sort and compare</b></p> <p><b>Talk about measure and patterns</b></p>	<p><b>It's me 1-2-3!</b></p> <ul style="list-style-type: none"> <li>- Representing 1-2-3</li> <li>- Compare 1, 2, 3</li> <li>- Composition of 1, 2, 3</li> </ul> <p><b>Circles and triangles</b></p> <p>Circles and triangles (2D shapes)</p> <p><b>1, 2, 3, 4, 5</b></p> <p><b>Shapes with 4 sides</b></p> <p>Positional language</p> <p><b>Measure – Day and Night</b></p>	<p><b>Alive in 5!</b></p> <ul style="list-style-type: none"> <li>- Introducing zero</li> <li>- Comparing numbers to 5</li> <li>- Composition of 4 &amp; 5</li> <li>- Compare Mass (2)</li> <li>- Compare capacity (2)</li> </ul> <p><b>Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>- 6, 7, 8</li> <li>- Combining 2 amounts</li> <li>- Making pairs</li> </ul> <p><b>Length and height</b></p> <p><b>Time</b></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><b>Building 9 &amp;10</b></p> <ul style="list-style-type: none"> <li>- Counting to 9 &amp; 10</li> <li>- Comparing numbers to 10</li> <li>- Bonds to 10</li> </ul> <p><b>3D shapes</b></p> <p>Spatial awareness</p> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>- Display using a part whole model.</li> <li>- Daily singing and movement – counting in 2s, 5s, 10s</li> <li>- Focus on numbers to 10 – counting to 10, comparing groups up to 10, addition within 10, number bonds to 10 (using tens frame and part whole model).</li> <li>- Measure – length, height, distance, and weight.</li> <li>- Subtraction</li> </ul>	<p><b>To 20 and beyond</b></p> <p>How many now?</p> <p><b>Manipulate, compose and decompose</b></p> <p><b>Sharing and grouping</b></p> <p><b>Visualise, build and map</b></p> <p><b>Make connections</b></p> <p><b>Consolidation</b></p> <p><b>To 20 and Beyond</b></p> <p>Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning</p> <p>Match rotate, manipulate</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning (2)</p> <p>Compose and Decompose</p>	<p><b>Sharing and grouping</b></p> <p><b>Find my pattern</b></p> <p>Doubling</p> <p>Even and Odd</p> <p>Spatial reasoning</p> <p>Visualise and Build</p> <p><b>Deepening Understanding</b></p> <p>Patterns and Relationships</p> <p>Spatial mapping</p> <p>Mapping</p> <p><b>Consolidation</b></p> <p>Model counting back using whole class number line.</p> <ul style="list-style-type: none"> <li>- Daily singing and movement – counting in 2s, 5s, 10s</li> <li>- Counting on and counting back – adding by counting on and taking away by counting back (number line used)</li> </ul>

Abstraction Principle			<ul style="list-style-type: none"> <li>- 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).</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring patterns – making simple patterns and exploring more complex patterns.</li> <li>- Estimation station, challenge each day</li> <li>- Number bonds to 10 – Farmer Pete</li> <li>- Cardinal number practice</li> <li>- Shop role play to explore doubles/subtraction</li> </ul>	Display using a part whole model. <ul style="list-style-type: none"> <li>- Daily singing and movement – counting in 2s, 5s, 10s</li> <li>- Counting on and counting back – adding by counting on and taking away by counting back (number line used)</li> <li>- Numbers to 20 – counting to and from 20</li> </ul>	
-----------------------	--	--	---	---	--	--

<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them</li> <li>- Identify some similarities and differences between things in the past and now, drawing on my own experiences and what I have learnt in class.</li> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them.</li> <li>- I can identify some similarities and differences between the natural world around me and contrasting environments.</li> <li>- Understand that some places are special to members of their community.</li> <li>- To begin to use scientific words</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past (modes of transport)</li> <li>- Draw information from a simple map – prepositions, environmental print, and symbols.</li> <li>- Access to atlases, world puzzles, beebots and understanding how to follow a trail.</li> <li>- Map of school and outside area including local.</li> <li>- I can identify some similarities and differences between the natural world around me and contrasting environments.</li> <li>- Identify some similarities and differences between things in the past and now, drawing on my own experiences and what I have learnt in class.</li> <li>- Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise some environments that are different from the one in which they live (Link to Red nose day 2023).</li> <li>- Meeting a variety of people that help us including exploring their vehicles</li> <li>- 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.</li> <li>- Access to atlases, world puzzles, beebots and understanding how to follow a trail.</li> <li>- Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear, and feel.</li> <li>- I am always exploring the natural world around me, making observations and drawing pictures of animals.</li> <li>- I can identify some similarities and differences between the natural world around me and contrasting environments.</li> <li>- To talk and sort using simple scientific criteria.</li> <li>- Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Visiting museums – class trip to Oxford story museum.</li> <li>- Beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- Explore objects, materials, living things and resources designed to model scientific processes. (How it works)</li> <li>- Forest School</li> </ul>
--------------------------------	---	---	--	--	---	---

**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.

<b>R.E</b>	<ul style="list-style-type: none"> <li>- <b>Can I speak to God?</b> Daily prayers</li> <li>- <b>What can you find in a Church?</b> Church building exploration</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Ways to say “Thank you”</b> Harvest Celebration, Nativity Story</li> </ul>	<ul style="list-style-type: none"> <li>- <b>What is a religious belief?</b> The Good Samaritan ‘Love your neighbour’</li> <li>- Whole school worship</li> </ul>	<ul style="list-style-type: none"> <li>- <b>What is a Religious Symbol?</b> Name the cross as a Christian symbol, recognise other religious symbols or symbolic clothing</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Does it feel special to belong to a community?</b> What groups do you belong to? How do you show others you belong to these</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Should people take care of the world?</b> What can we see in our wonderful world? Change, life cycles, Creation story.</li> </ul>
------------	---	--	---	---	--	---

				- Should I say sorry? Easter	groups? How does it feel to be part of a family, class, school?	
<b>Expressive arts and designs</b>	<ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Develop storylines in their pretend play.</li> <li>- Use different materials to express their own idea.</li> <li>- To learn how to use a range of tools, e.g. scissors, hole punch, stapler.</li> <li>- Children have basic hygiene awareness.</li> </ul> <p>Sing Up</p>	<ul style="list-style-type: none"> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody (Nativity performance)</li> <li>- Use different materials to express their own idea.</li> <li>- To begin to understand some of the tools, techniques and processes involved in food preparation.</li> </ul> <p>Sing Up</p>	<ul style="list-style-type: none"> <li>- Begin to use the language of designing and making, e.g. join, build and shape.</li> <li>- To learn to construct with a purpose in mind.</li> </ul> <p>Sing Up</p>	<ul style="list-style-type: none"> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p>Sing Up</p>	<ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Explore textures, feel and look at different materials</li> <li>- Respond to a range of media and materials, developing an understanding that they manipulate and create effects.</li> <li>- Use different materials to express their own idea.</li> </ul> <p>Sing Up</p>	<ul style="list-style-type: none"> <li>- Create collaboratively, sharing ideas, resources, and skills.</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p>Sing Up</p>