




Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<i>All About Me and our World</i>		<i>Plants/ Animals and their habitats</i>	<i>Once upon a time</i>	<i>Space</i>	<i>Under the Sea/ Pirates</i>
<b>Possible Interests/ Topics/ Lines of Enquiry</b>	Who am I? What is in my community? My feelings/emotions Understanding and regulating my feelings Halloween Autumn Family	Christmas Diwali Hannukah Diversity How have I grown/changed? Bonfire/ Guy Fawkes Autumn/winter change	What happens in spring? Plants/flowers Winter/spring changes Chinese New Year Lifecycles- Plants/Sunflowers How have I changed? Lifecycles – Frogs/Butterfly/ Countries Weather Minibeasts	Fairy tails Puppet theatre Rhyming Story telling Writing a story Poems Castles Easter World book day Season Nursery rhymes	Planets Stars/ constellations Earth/out planet Looking after our planet Seasonal changes Astronauts Space missions	Animals/sea creatures Rockpools Beaches Pirates Shipwreck Mythical creatures-mermaids
<i>Interests and themes may change depending on the children's interests*</i>						
<b>Books following possible themes</b>	The colour monsters The Lion Inside Millie Fierce Mindful monsters Funny Bones The Boy who said NO Little Monster The Smartest Giant in Town Giraffes can't Dance Gardons great escape The Boy who cried Wolf Pete the cat	Guess how much I Love You Unstoppable Max Ten in the Bed Ten little princesses Pete the Cat Peppa's Diwali Binny's Diwali The story of Hanukkah How the Grinch stole Christmas One snowy night There's an Elf in your book The Polar Express The Night before Christmas The night before, the night before Christmas The Night after Christmas.	Ugly duckling Owl Babies Why is the sky blue? Rabbits soring adventure Mad about minibeast We're going on a bear hunt Bumble bear	Three little pigs Little red riding hood Cinderella Sleeping beauty Snow white and the seven dwarves Pinocchio Jack and the Beanstalk Rumpelstiltskin Rapunzel Gingerbread man The Gruffalo	Man on the moon Zoom to the moon The big book of space Solar system Amazing space adventure We are extremely very good recyclers	Rainbow fish Octopants Commotion in the ocean- Little turtle and the sea-Tiddler. How many legs? We're going on a treasure hunt
<b>Music following possible themes</b>	5 little ducklings 5 cheeky monkeys 5 little men in flying saucers 5 little speckle frogs	Hello around the world 10 green bottles Ten in the bed	Seven continents	Gruffalo audio	The planet song- 8 planets in our solar system.	Five oceans

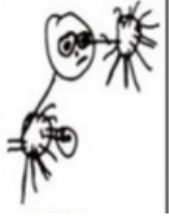



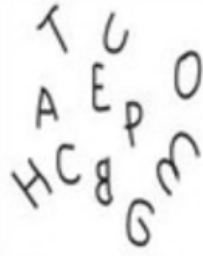

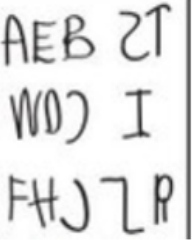
<b>Possible Experiences</b>	Library visit Cherry Fields	Church visit Cherry Field	Cherry Fields Incubator/ eggs Allotments (growing own vegetables/plants)	Butterfly life cycle. Allotments (growing own vegetables/plants)	Cherry Fields	
<b>Communication and Language</b>  	<p>Understand how to listen and why listening is important. Engages in songs, rhymes and stories. Follows simple instructions. Engage in group discussions. Maintain attention in whole class/group. Use talk to organise play. Use sentences 4-6 words.</p>	<p>Starting to ask questions to develop own knowledge. Maintain concentration for longer periods and in new situations. Follow instructions with multiple parts. Engage in stories and songs- join in with repetitive/familiar text and text that include onomatopoeia. Develop social phrases. Start conversations with peers and familiar adults.</p>	<p>Take turns sharing ideas during group discussions. Organise play through verbal communication with peers. Begin to use past tense. Begin to recount past events. Listen attentively in a range of situations. Engage in non-fiction books.</p>	<p>Describe some events in detail. Asking questions to develop understanding. Articulate their ideas and thoughts through well-formed sentences. Understands why listening is important. Begin to connect one idea or action to another using a range of connectives. Deepen explanations of how things work and what might happen.</p>	<p>Listen and understand instructions while occupied with another task. Maintain activity while listening. Express ideas about feelings and experiences. Use language to reason. Understand how, why and where questions. Describe events in some detail. Articulate their thoughts in well-formed sentences.</p>	<p>Listen and respond with relevant questions, comments or actions. Can share own experiences and opinions and expand on/ contribute to ideas of others. Asks questions to further their own knowledge. Use verbal communication to problem solve and organise their play/work. Recall key point within a story/event with some descriptive detail. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present and future tenses in conversations with peers and adults. Use conjunctions to extend and articulate their ideas.</p>

<p><b>Personal, Social and Emotional Development</b></p> 	<p>Can identify what they like and dislike. Sharing feelings with others. Starting to form positive relationships with adults and peers. Will welcome distractions when upset.</p>	<p>Playing co-operatively/turn taking. Showing sensitivity and empathy to others. Starting to understand others' feelings. Beginning to take turns and share resources. Independently choose where they would like to play. Continue to build on relationships.</p>	<p>Showing pride in achievements. Understand behavioural expectations of the setting. Differentiate between right from wrong and can behave accordingly. Manage their own needs. Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can self-evaluate their own work and reflect on the work of others.</p>	<p>Starting to understand that other children will think and respond in different ways to them. Can talk about their own abilities positively. Winning/losing-positive attitude. Show resilience and perseverance.</p>	<p>Set simple goals. Resolving conflict. Ability to identify and moderate own feelings. See themselves as unique and valued individuals. Can seek out a challenge and enjoy the process. Show sensitivity to others needs and feelings.</p>
<p><b>Religious Education</b></p>	<p><b>Key Question 1:</b> Why am I special?</p>	<p><b>Key Question 2:</b> Which people are special to me and why?</p>	<p><b>Key Question 3:</b> Which stories are special and why?</p>	<p><b>Key Question 4:</b> How can an object be special?</p>	<p><b>Key Question 5:</b> What places are special and why?</p>	<p><b>Key Question 6:</b> What is special about our world?</p>


<b>Physical Development</b> 	<b>PE- Introduction</b> Exploring different ways to travel and manoeuvre. Develop spatial awareness. Change direction. Move around a space safely. Listen to instructions.	<b>PE- Basics</b> Develop balance. develop jumping and landing. develop hopping and landing. Show more confidence in gross motor abilities.	<b>PE- Gymnastics</b> Develop balancing skills further by using different body parts and challenging equipment. Use apparatus safely. Develop jumping and landing Copy and create shapes. Create short sequences.	<b>PE- Dance/Yoga</b> Explore different movements. Develop sequencing. Use a count of eight. Express ideas through movement. Listening and following instructions.	<b>PE- Ball skills</b> Develop accuracy when throwing and catching. Rolling a ball to target. Develop bouncing and catching. Kicking a ball with some accuracy.	<b>PE- Games</b> Turn taking Teamwork Communication Working co-operatively and against an opponent. Score keeping.
	Develop dominant hand. Starting to use scissors. Developing pencil grip/ Increased pencil control. Forming letters of name. Developed understanding of cutlery.	Develop use of scissors- cutting in a straight line. Good pencil control- tripod grip.	Confident and accurate tripod grip for writing. Successfully and confidently use a range of small tools including scissors, paintbrushes and cutlery. Shows accuracy and care when drawing.			
<b>Literacy Comprehension</b> 	Joining in with songs, rhymes and stories. Knowing that a book has a beginning, middle and an end and can hold the book the right way up and turn some pages appropriately. Recognised own name in print. Ask questions about stories. Answer literal questions. Join in with repetitive or familiar phrases in	Know the difference between text and illustrations. Use new vocabulary in discussions. Retell stories. Experience a range of different types of books. Respond to 'who, what, when and where' questions linked to text and illustration.	Anticipate and predict events. Use new vocabulary in role play. Answer inferential questions. Use picture clues to help read a simple text. Make a simple prediction based on pictures or text that was read aloud to them. Express a preference for a book, song or rhyme.	Retell stories in the correct sequences, draw on language patterns of stories. With promoting, show understanding of many common words and phrases in a story that is read aloud to them. Suggests how an unfamiliar story might end. Can give their opinion on a book they have read, when promoted.	Correctly sequence a story of even using pictures/ captions. Know the difference between types of text, e.g., fiction/non-fiction, poetry. Make simple, plausible suggestions about what may happen next in a story. Play influenced by a series of books- gestures and actions used to act out a story, event, rhyme.	Demonstrate understanding of stories by retelling the story in their own words and recently introduced vocabulary. Anticipate key events in a story. Use and understand recently introduced vocabulary. Act out stories using simple role play. Can discuss, when prompted, their opinion on a book, whether they

	stories, songs, rhymes etc.					liked or disliked a book- with justification or relevant comments. With promoting, sometimes show understanding of some fewer familiar words and phrases in a story that is read aloud to them.
<b>Literacy Word reading</b>	Hear general sound discrimination and be able to orally blend and segment.	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 a few common exception words matched to the school's phonic programme.	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 a few common exception words matched to the school's phonic programme.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read red words from e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
<b>Phonics – Read, Write, Inc (commencing week two into the term)</b>						
<b>Literacy Writing</b>	<b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it	<b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write	<b>Emergent writing:</b> Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it.  <b>Spelling:</b> Spell to write VC and CVC words independently using set 1	<b>Emergent writing:</b> Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.	<b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing. Composition: Write a simple sentence with a full stop.	<b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound

	<p>from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings.</p> <p>Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>and some set 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters</p>	<p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using set 1 and some set 2 graphemes. Spell some irregular common words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using set 2 CCVCC Spell irregular common words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</p>
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Assessment						
Pre-Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words


  

Mathematics	<i>Number- Number and place value:</i>	<i>Number- addition and subtraction:</i>	<i>Number- Number and place value:</i>	<i>Number- addition and subtraction:</i>	<i>Number- addition and subtraction:</i>	<i>Geometry- properties of shape:</i>
	<b>Unit 1: Numbers to 5:</b> Counting to 1, 2 and 3 Counting to 4 Counting to 5. Subitising 5 frames  <b>Unit 2: Comparing groups within 5:</b> Comparing quantities of identical objects. Comparing quantities of non-identical objects. Subitising	<b>Unit 4-Change within 5:</b> One more One less <b>Unit 5-Number bonds to 5:</b> Introducing the part-whole model.  <b>Geometry- properties of shape:</b> <b>Unit 6- Space:</b> spatial awareness.	<b>Unit 7- Numbers to 10:</b> Counting to 6, 7, 8. Counting to 9 and 10. <b>Unit 8- Comparing numbers within 10:</b> Comparing groups up to 10.  <b>Number- addition and subtraction:</b>  <b>Unit 9- Addition to 10:</b> Combining two groups to find the whole.	<b>Unit 11- Number bonds to 10:</b> The part-whole model to 10. Using a 10 frame. <b>Unit 12-Subtraction:</b> Subtraction.  <b>Geometry- properties of shape:</b>  <b>Unit 13-Exploring patterns:</b> Making simple patterns.	<b>Unit 14-Counting on and back:</b> Adding by counting on. Taking away by counting back.  <b>Number- Number and place value:</b>  <b>Unit 15-Numbers to twenty:</b> Counting to and from twenty.	<b>Unit 17- Shape:</b> Composing and decomposing shapes.  <b>Number- Number and place value:</b> <b>Unit 18: Measure:</b> Volume and capacity.  <b>Number- addition and subtraction:</b> <b>Unit 19- Sorting:</b> Two groups.  <b>Measure:</b> <b>Unit 20- Time:</b> My day.








	<p><b>Geometry- properties of shape:</b></p> <p><b>Unit 3 -Shape:</b> 3D 2D</p>		<p><b>Number- number and place value:</b> <b>Unit 10- Measure:</b> length, height and distance. Weight.</p>	Exploring more complex patterns.	<p><b>Number- multiplication and division:</b></p> <p><b>Unit 16-Numerical patterns:</b> Doubling Halving and sharing Odds and evens</p>	
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**Power Maths (commencing week two into the term)**

*Throughout all units' children will be encourage to subitise, use dice, dominoes, 5 frames, 10, frames, and part-whole models where necessary. Number books, music and rhymes, graphs and visual aids will also be implemented throughout to support children and develop their confidence across mathematics.*

<p><b>Understanding the World</b></p> 	<p><b>Past and Present:</b> Can talk about themselves and key events- birthdays, holidays. Can discuss family members and their relationships. Describe special people in their lives. Start to become aware of the differences in families across the world.</p> <p><b>People, Culture and communities:</b> Talk about the different jobs in their community and how they are important to us.</p>	<p><b>Past and Present:</b> Understand the order of the days of the week. Use the language of time when talking about past/present events in their own lives. Understand some historical events.</p> <p><b>People, Culture and communities:</b> Can identify and describe people/jobs within the community- post man, fireman. Recognise that people have different beliefs. Explores different cultural celebrations and can engage in discussion</p>	<p><b>Past and Present:</b> Continues to build on their knowledge of past and present.</p> <p><b>People, Culture and communities:</b> Starting to develop an understanding of the different cultures/religion- beginning to understand that people are different and have different ways of living.</p> <p><b>The Natural World:</b> Exploring reversible and irreversible changes</p>	<p><b>Past and Present:</b> Can discuss and understand personal changes in their own lifetime, by creating a timeline.</p> <p><b>People, Culture and communities:</b> Can discuss with peers' key roles within society and what different jobs entail. In both past and present tense.</p> <p><b>The Natural World:</b> Makes appropriate predictions when conducting experiments.</p>	<p><b>Past and Present:</b> Recount an event verbally or through pictures/captions. Can identify past and present in stories through settings, characters, and events.</p> <p><b>People, Culture and communities:</b> Discuss and describe in some detail their immediate environment. Can make links and discuss some similarities and differences between cultures.</p>	<p><b>Past and Present:</b> Order experiences relating to themselves and others, including stories. Comment on images of familiar situations in the past-Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and what is different.</p> <p><b>People, Culture and communities:</b> Demonstrates respect and cultural awareness when engaged in conversations relating to</p>
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	<p><b>The Natural World:</b> Exploring and identifying animals in or local area. Can discuss the weather and appropriate clothing. Explore temperature in relation to heating/cooling and can talk about the changes they see.</p>	<p>of any key aspects of the event.</p> <p><b>The Natural World:</b> Identify differences between the seasonal changes. Can distinguish between animals typically kept as pets and animals from other climates.</p>	<p>Understands that animals live in different habitats- can explain/describe some environments/habitats when asked. Can label basic parts of a plant/flower. E.g., petal, leaf, stem. Respects animals and understand how to care for them.</p>	<p>Explores changing states and can verbally describe what's happening during an investigation.</p>	<p><b>The Natural World:</b> Comment on the world around them by explaining what they notice with the seasonal changes- draw pictures and take interest in nature. Describe what they see, hear and feel outside.</p>	<p>job roles, culture and community. Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p><b>The Natural World:</b> Understand the importance of respecting and caring for all nature and living things.</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Artist Study- Andy Goldsworthy-</b> Transient Art- Natural materials.</p> <p>Creating land art sculptures with natural</p>  <p>items found in the environment.</p>	<p><b>Artist Study- Andy Goldsworthy</b> Patterns (print) Firework Islamic art/Rangoli Diwali diva lamps</p> 	<p><b>Artist Study- Wassily Kandinsky-</b> Painting Mixing colours Neutral colours Shading and tinting Warm and cool colours Create a circles painting/drawing/collage or print.</p> 	<p><b>Artist Study- George Seurat-</b> Fingerprint pointillism Nature art- flowers. Painting using dots- not mixing colours. Use Q-tips or fingers.</p> 	<p><b>Artist Study- Van Gogh-</b> Sunflower art- using pastels. Starry night Chalk/wax crayon drawing.</p> 	<p><b>Artist Study- Eric Carle-</b> Collage Cutting and sticking a variety of materials onto a surface.</p> 

	<p><b>Portrait skills-</b> Drawing themselves, observational work.</p> <p>Develop storylines in pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Build upon their previous learning. Refining their ideas and developing their ability to represent them.</p>	<p>Create collaboratively and sharing ideas.</p> <p>Resources and skills</p>	<p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	
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